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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This volume, one of three in the subset of support information documents for the series, contains abstracts of more than 500 printed, audiovisual, and manipulative materials that relate to career guidance. The abstracts are divided according to the major content and process components of the career guidance program: Self and interpersonal relations, career planning and decision making, life roles, planning and implementation, career development needs assessment and tests and inventories, resource assessment, program objectives, evaluation, career guidance practices, counseling, follow-up, follow-through, placement, staff development, community relations, women, minorities, and exceptional students. An extensive index also includes grade levels. Additional abstracts (57) describe career development programs being implemented in rural schools and list a contact person for each. Appendixes contain an alphabetical listing of all referenced publishers and their addresses and an alphabetical title listing of abstracted materials. (TA)

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RESEARCH AND DEVELOPMENT 118 A3

CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS

Career Guidance Resources:

A Handbook of Resource Abstracts—Grades K-14

Karen S. Kimmel
Harry N. Drier
Richard E. Green
Anna M. Gorman
Orest Cap

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The Ohio State University
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CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

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FOREWORD

Even though the percentage of people who live in rural America has dramatically decreased since the 1930's, over fifty million people are still living in rural areas of our country. Adults and school age youngsters need to have the opportunity to learn about careers that are available to them. A program for comprehensive career guidance and counseling in rural schools could do much to bridge the gap that exists between the opportunities in the world of work and the isolation of rural areas. This handbook will enable teachers, counselors, and administrators to select current resources to aid in their implementation of a comprehensive rural career guidance and counseling program.

We are grateful to Richard E. Green, Anna M. Gorman, and Orest Cap for their assistance in abstracting materials and completing other developmental efforts associated with this handbook.

Appreciation is expressed to Karen Kimmel and Harry Drier for their leadership in organizing and completing the handbook. Commendation is also extended to all members of the consortium staff who provided input into the design and review of the handbook. In addition, special thanks are expressed to Robert E. Campbell for his review of abstracts on test and inventories, Carolyn Burkhardt for her review of abstracts related to women, and Evans Curry for his work with abstracts related to minorities.

Robert E. Taylor
Director

ACKNOWLEDGMENTS

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INTRODUCTION

This handbook is to share, in abstract form, resources which could prove of value to counselors, teachers, and administrators who wish to start, renew or expand a career guidance program. Abstracts contained within this handbook describe such items as units of instruction, films, filmstrips, and references on aspects of program planning and implementation.

Process for Obtaining Documents

The information on the career guidance program materials described herein was obtained from a variety of sources. A major source was the fifty State Departments of Education. In each of the states, the Directors of Vocational Education, Career Education, Guidance and Research Coordinating Units were requested to identify ten rural school districts within their state that were engaged in career guidance or career education projects and/or to send career guidance materials developed by rural school districts within their state. The 202 local education agencies that were identified through this request were contacted and asked to provide information concerning their programs. Fifteen directors of current Part "C" and Part "D" Vocational Education Research Legislation were also contacted and asked to provide pertinent information concerning their career guidance programs or projects. In addition, approximately 350 commercial publishing firms were requested to provide materials or descriptive information on career guidance materials published since 1965 and costing less than $75.00 which could be used in a rural school's career guidance program. Approximately 200 agencies or individuals responded to the above requests with usable information or materials.

Additional information on resources was acquired at the 1976 Annual American Personnel and Guidance Association Convention. Thirty-four presentors at the convention were contacted concerning their career guidance programs. Also, the exhibits of numerous commercial publishers were visited and materials collected and analyzed.

A number of materials were acquired through searching the libraries of The Center for Vocational Education, The Wisconsin Vocational Studies Center, and Northern Michigan University as well as the personal libraries of project staff.

We would like to recognize the Office of the San Diego County Superintendent of Schools, San Diego, California, for allowing us to reproduce, in part or full, approximately 100 abstracts from *Career Tests and Resources* (Copyright ⓒ Office of the San Diego County Superintendent of Schools, 1975. All rights reserved. Manufactured in the United States of America.), developed by Jim Brown of that office's California Pilot Career Guidance Center. Each of these abstracts is noted by an asterisk (*) before the title.

Systems for Reviewing the Abstracts

After the abstracts were completed they were reviewed twice. The first review was by selected personnel at The Center for Vocational Education, The Wisconsin Vocational Studies Center, and

Northern Michigan University. The second review was conducted by the professional educators who served on consortium's advisory committee and credibility review panels.

The abstracts in this publication are those considered most acceptable by the reviewers, and in no way reflect all of the possible resources available to staff in rural schools.

Organization of the Handbook

This handbook is organized so that a specific abstract can be found without wasting time and effort. The abstracts index, Chapter I, is divided according to the components of a career guidance program. Chapter II contains the abstracts of materials. Within Chapter III, abstracts of selected career guidance programs currently being utilized in rural schools are provided. Appendix A provides an alphabetical listing of all referenced publishers and their addresses with the identifying numbers of the related abstracts. Appendix B is an alphabetical listing by titles with the identifying number of each abstract.

Identifying Numbers

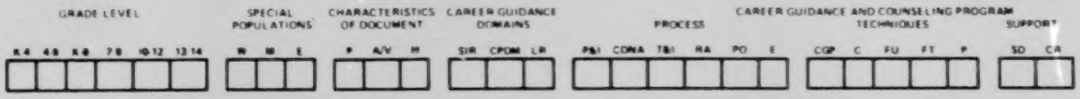
Each abstract has been assigned an identifying number. The letter portion of each identifying number indicates the area to which the abstract most closely relates. The following list shows the relationship between the letter and the area.

a = self and interpersonal relations
b = career planning and decision making
c = life roles
d = planning and implementation
e = career development needs assessment and tests and inventories
f = resource assessment
g = program objectives
h = evaluation
i = career guidance practices
j = counseling
k = follow-up
l = follow-through
m = placement
n = staff development
o = community relations
p = women
q = minorities
r = exceptional students

Explanation of Abstracts

Each abstract provides as much appropriate information as possible. In some cases, the publishing date was not provided by the publisher. In other cases, cost figures were not obtained. Caution should be exercised when using the prices provided since they are always subject to change. A direct request to the company or school that published the resource will assure accurate cost figures.

Beneath each abstract, a codified chart illustrated below identifies other areas to which the abstract relates.



Explanation of Codified Chart

Grade Level

K-4	4-6	K-6	7-9	10-12	13-14

The grade level index will allow the user to quickly identify other grade levels at which the material can be used.

Characteristics of Document

P	A/V	M
Printed	Audiovisual	Manipulative

Printed: These resources convey their message via the printed word. Most of the listed materials are loose-leaf or bound.

Audiovisual: These resources convey their message through a wide range of techniques utilizing sight and/or sound. They include such items as films, filmstrips, cassettes, videotapes, slides, records, audiotapes, transparencies, pictures, and other graphics.

Manipulative: These resources are operated by hand. They include such items as kits, puzzles, puppets, tools, and games.

Career Guidance Domains

SIR	CPDM	LR
Self Interpersonal Relationships	Career Planning and Decision Making	Life Roles

The content presented in a career guidance program can be divided into three major domains: Self and Interpersonal Relations, Career Planning and Decision Making, and Life Roles. A brief explanation follows concerning each domain. A more detailed explanation of the domains and student developmental goals for each can be found in the *Life Role Development Model.*

Self and Interpersonal Relations Domain: The Self and Interpersonal Relations domain focuses on the individual's understanding of self, society, and the attitudes and values held by individuals and groups. Specifically, this domain is concerned with the individual's self acceptance and the ability to develop interpersonal relationships and to understand individual and group attitudes and values. Development in this domain is characterized by the affirmation of personal characteristics, the integration of values into meaningful behavior patterns, and the responsible application of knowledge to interpersonal relationships. Within this domain experiences are provided that enable individuals to

1. Assess the relationship of their interests, attitudes, values, abilities, and achievements to the development and realization of their career goals.

2. Appraise their physical and mental characteristics, the potential for change, and apply this knowledge to goal setting for life roles.

3. Affirm an integrated self-concept based on the integration of environmental and group experiences and individual internal factors.

4. Assess their personal interests, aptitudes and qualifications in selecting and assuming career roles.

5. Characterize their personal attitude and value system.

6. Assess the impact that social relationships in the home, school, and community have upon them.

7. Appraise similarities and differences in the attitude and value systems of others in order to become tolerant in interpersonal relationships.

8. Demonstrate mastery in coping and adjusting to various settings and situations to promote positive interpersonal relationships in their career roles.

Career Planning and Decision Making Domain: Within the Career Planning and Decision Making domain, individual development leads to the successful assumption of various life roles. This development is reflected in the ability to enter into a role and maintain or advance within that role based upon self-determination. The decision-making process is personalized through the application of individual goals and values. The development of skills necessary for decision making is the foundation of career planning. In the career planning process, individuals build upon their past experiences. They learn to use various resources and experiences to understand career planning as an ongoing process reflecting continuous learning and changing environmental factors. Development within this domain is characterized by students' abilities to

1. Use the essential skills necessary to gather, organize, and evaluate information for effective decision making.

2. Use personal and social goals and values in their decision-making process.

3. Affirm the potential for expanding life role options as a result of effective decision making.

4. Evaluate their career decisions as they relate to personal values.

5. Accept the responsibilities for their decision-making outcomes.

6. Consider various pathways available for achieving short and long term educational, occupational, and social goals.

7. Use the skills necessary for securing, maintaining, and/or advancing in various career pathways.

8. Validate that career planning is a continuous process which reflects continual learning in a changing environment.

Life Role Domain: The Life Role domain focuses on the interrelatedness of various aspects of one's career emphasizing the work and leisure roles. The acquisition of knowledge, attitudes, and skills pertaining to roles in home, school, and community life is emphasized. The Life Role domain advances understanding of education, the world of work, family and community participation, leisure, and economics, which are integral to life style selection. Development within the Life Role domain is characterized by students' abilities to

1. Appraise the variety, complexity, and availability of occuaptions in the world of work.
2. Appraise the economic benefits and limitations associated with potential occupations.
3. Judge the ways in which occupations relate to the goals, needs, and functions of society.
4. Assess the basic characteristics, qualifications, and stages of preparation needed to obtain and perform in various occupational roles.
5. Evaluate the relationships of present and anticipated life roles to economic trends found in the community, state, and nation.
6. Assess the ways in which personal needs, roles, and goals relate to occupations.
7. Affirm that physical and emotional needs can be met through leisure activities.
8. Determine how to plan for and utilize leisure opportunities.
9. Assess the relationship between leisure, educational, and occupational pursuits and preferred life styles.
10. Determine how life roles may change over time and how interaction takes place between maturation and life roles.

Career Guidance and Counseling Program

The Comprehensive Career Guidance, Counseling, Placement and Follow-through Program for Rural Schools presents a systematic approach to the development of a career guidance program. As a part of that product, this handbook provides information on various materials which can be used when developing and implementing a career guidance program. Three major aspects of a career guidance program are: (1) program processes, (2) program techniques, and (3) program support techniques. Under each of these classifications is a different element. The following presents the three classifications and elements under each.

Processes

P&I	CDNA	T&I	RA	PO	E
Planning and Implementation	Career Development Needs Assessment	Tests and Inventories	Resource Assessment	Program Objectives	Evaluation

Techniques

CGP	C	FU	FT	P
Career Guidance Practices	Counseling	Follow-up	Follow-through	Placement

Support

SD	CR
Staff Development	Community Relations

Processes

Planning and Implementation: The planning and implementation function consists of the basic and sequential systematic tasks that need to be undertaken as an ongoing part of any program. Short- and long-range planning are needed for assessment, goal and objective articulation, identification of resources, strategy development, budgeting, staffing, community relations, and evaluation.

Career Development Needs Assessment: When assessing needs, information is sought regarding discrepancies between current achievements and desired outcomes. Development or selection of instrumentation, administration methods for data collection, data analysis, data interpretation, and establishing program priorities are part of the assessment process.

Tests and Inventories: Through the use of attitude, aptitude, ability, interest, and personality tests and inventories, counselors secure information concerning the individual student which will help the students learn how to think about themselves and others.

Resource Assessment: By conducting a resource assessment, guidance leaders have a comprehensive and current knowledge of those resources that are available for their school's career guidance and counseling program. Resources which should be assessed include people, finances, facilities, materials, equipment, and current programs in school and community.

Program Objectives: The establishment of program objectives is necessary to measure the progress of individuals and groups of individuals in the program; give direction and meaning to the program; and mesh the program with school, home and community.

Evaluation: Evaluation marks both the starting and ending points of a career guidance program's planning-implementation cycle. Evaluation is necessary to improve and strengthen operating programs and practices, and to make sound decisions about the installation of new or the termination of old ones.

Techniques

Career Guidance Practices: Career guidance practices are those activities which present ideas on how broad aspects of career development can become pervasive throughout the total school program as well as extending out into the home and community.

Counseling: The Counseling component of a comprehensive career guidance and counseling program deals with the one-to-one, face-to-face interaction between the counselor and counselee. The focus of such activities will be on the positive growth of the individual rather than on therapy or crisis intervention. Counseling is concerned with (1) individual inventory—techniques and methods, including testing, but other than counseling, by which the counselor gets to know the individual; (2) information—vocational, social, and personal information which is supplied to the counselee by the counselor; (3) referral--coordination of efforts of others by the counselor on behalf of the counselee; (4) placement--helping in the accomplishment of life role transition for the student; and (5) follow-up--longitudinal evaluation of the individual.

Follow-up: In an age of accountability, counselors need to be able to show what has been accomplished regarding their total guidance and counseling program. In addition to obtaining data to "prove program results," counselors must have information to feed back into their program planning so as to continuously improve its quality. This is accomplished by following-up on what has been done.

Follow-through: Follow-through services consider specialized orientations and procedures for dealing with the unique needs of individuals for the purposes of (1) determining present occupational or educational role status and using the information as a base for continued counseling with the individual; (2) providing personalized assistance during coping and adjustment periods; and (3) providing additional information on future placement or transition options. Additionally, data collected through follow-through activities will provide information which could provide valuable feedback for career guidance program planners and users over a period of time.

Placement: Placement is the most often neglected but critically important function within a school's guidance program. Dealing with students' occupational, educational, and special needs is a part of placement.

Support

Staff Development: Successful implementation of career guidance programs hinges on the abilities of the educational staff to execute all aspects of a career development program. Frequently, staff development is the means of up-grading requisite skills. Not only must potential participants be identified, their needs must be articulated and an appropriate in-service training program developed. Staff development materials focus upon providing local staff with experiences that meet their needs in the following areas:

- career development theory and practice
- local career guidance goals and objectives
- knowledge of the world of work
- interpersonal and group process skills
- student assessment methods
- career guidance methods
- community relations and involvement
- management skills
- resource acquisition and use
- guidance program delivery
- guidance material development
- evaluation

Community Relations: The school cannot provide all relevant career development experiences students need within the time and resource limitations that normally exist. It is, therefore, necessary for the educational staff to draw upon the resources of the surrounding community to achieve career guidance and counseling goals and objectives. A dynamic program of community relations and involvement enhances the viability of career guidance practices by involving significant publics in the school's environment in guidance program planning, development, implementation, and evaluation.

Special Populations

W	M	E
Women	Minorities	Exceptional Students

In this category there are three specific sections presented. When possible, resources were classified into the special populations according to the audience for which they have been found useful. The term "special population" is defined as individuals who possess at least one unique characteristic which presents a special problem for career guidance personnel.

Women: Society points out that women have, in various aspects of life and work, problems which justify the classification of women as a special population with regard to career guidance.

Minorities: Youth and adults representing numerous ethnic backgrounds are seen to be subject to the conditions of dual cultural influence and cultural shift, and therefore, experience difficulty because of differences in language, status and tradition. It is for this reason that special focus is given to them in the category of special populations.

Exceptional Students: Special attention needs to be given to students who are not thought of as average by the schools. It is for this reason that the unique characteristics and needs of (1) gifted and talented, (2) slow learners, (3) educable mentally retarded, (4) under achiever, and (5) the physically handicapped are considered.

CHAPTER I

ABSTRACTS INDEX

I. CAREER GUIDANCE DOMAINS

A. Self and Interpersonal Relations

Materials related to:

Grades K-4
a1, a2
c2, c6, c9
e16, e39
i1, i2, i4, i5, i8

Grades 4-6
a3, a4, a5, a6, a7
c13, c16, c23, c25, c27
e42
i2, i10, i11, i13, i14
n7

Grades K-6
a8, a9, a10, a11, a12, a13, a14, a15, a16, a17, a18, a19, a20, a21, a22, a23, a24
c38
d4, d5, d10, d19, d20, d29, d31, d33, d36, d37, d42
e6, e8, e9, e14, e15, e19, e21, e23
f2
i15, i16, i17, i18, i19, i20, i21, i23, i25, i27
n3, n13, n18, n21, n24
p11, p22
r3, r8

Grades 7-9
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b11, b12, b14, b15, b17, b25, b28
c25, c27, c52, c56, c63, c71
d4, d10, d16, d17, d20, d21, d29, d31, d33, d36, d37, d42
e1, e6, e9, e14, e15, e18, e19, e21, e23, e28, e42, e49, e54
f2
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b11, b12, b14, b15, b17, b25, b28, b29, b32, b39, b49, b54, b55, b57, b60, b62, b66, b74
c27, c52, c56, c63, c85
d4, d10, d17, d20, d21, d26, d29, d31, d33, d36, d37, d42, d56
f2
i10, i19, i20, i29, i31, i34, i39, i40, i43, i45, i46, i48, i49, i50, i51, i52, i53, i54, i55

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p5, p8, p11
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c27, c63, c85
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f2
i20, i34, i46
r5

Planning and Implementation
d4, d5, d10, d16, d17, d19, d20, d21, d26, d29, d31, d33, d36, d37, d42, d56, d57
e1
i17, i30, i34
n7, n13
r3, r5

Career Development Needs Assessment and Tests and Inventories
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d21, d26, d42
e1, e6, e8, e9, e13, e14, e15, e16, e18, e19, e21, e22, e23, e24, e25, e27, e28, e29, e38, e39, e40, e42, e43, e45, e49, e50, e51, e52, e53, e54
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i10

Resource Assessment
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f2
r2

Program Objectives
a11
d4, d19, d26, d31, d36, d42
i21, i39, i48

Evaluation
a11
d4, d17, d19, d26, d33, d42
i39, i41

Career Guidance Practices
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b11, b12, b17, b25, b32, b39, b49, b66
c2, c6, c9, c13, c16, c23, c25, c27, c38, c52, c56
d4, d5, d10, d16, d19, d20, d21, d26, d29, d31, d33, d36, d37

Career Guidance Practices (Continued)
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n7
p5, p11
r2, r3, r8

Counseling
a45
d20, d33, d56

Follow-up
d26, d33
r5

Placement
b54, b55
c71
d20, d26, d31, d33, d36
r5

Staff Development
a3, a8
d4, d10, d16, d19, d26
n3, n7, n13, n18, n21, n24
p22
r5

Community Relations
a8, a10
d26
p22

Women
d21
n21
p5, p8, p11, p22

Minorities
n21

Exceptional Students
b54
e8
r2, r3, r5, r8

B. Career Planning and Decision Making

Materials related to:

Grades K-4
a1
i1, i2

Grades 4-6
a3, a4, a6, a7
b1
c15, c19, c26, c28
e42, e46
i2, i10

Grades K-6
a9, a11, a20, a23
b2
c36, c37
d2, d4, d5, d10, d13, d20, d29, d30, d31, d33, d36, d37, d42
e4, e9, e10, e11, e12, e14, e15, e17, e19, e20
f2
i16, i17, i18, i19, i20, i23, i24
n13, n18, n21, n22
p11
o15
r3, r8

Grades 7-9
a3, a4, a6, a7, a9, a11, a23, a27, a28, a29, a39, a40, a43
b1, b2, b3, b4, b5, b6, b7, b8, b9, b10, b11, b12, b13, b14, b15, b16, b17, b18, b19, b20, b21, b22, b23, b24, b25, b26, b27, b28, b42
c19, c36, c43, c46, c47, c48, c53, c56, c59, c60, c61, c62, c63, c66, c69, c71, c101
d2, d4, d10, d11, d13, d17, d20, d21, d29, d30, d31, d32, d33, d36, d37, d42, d44, d52
e1, e2, e3, e4, e9, e10, e11, e12, e14, e15, e17, e19, e20, e26, e32, e33, e36, e37, e42, e46
f2
i10, i19, i20, i24, i29, i31, i32, i34, i35, i38, i39, i41, i42
n10
o15
p2, p7, p8, p11, p30
r2, r3

Grades 10-12
a9, a11, a23, a27, a28, a39, a40
b1, b3, b6, b7, b8, b10, b11, b12, b13, b14, b15, b16, b17, b18, b19, b20, b21, b22, b23, b24, b25, b26, b27, b28, b29, b30, b31, b32, b33, b34, b35, b36, b37, b38, b39, b40, b41, b43, b44, b45, b46, b47, b48, b49, b50, b51, b52, b53, b54, b55, b56, b57, b58, b59, b60, b61, b62, b63, b64, b65, b66, b67, b68, b69, b70, b71, b72, b73, b74, b75, b76
c43, c46, c47, c48, c53, c56, c59, c60, c61, c62, c63, c69, c72, c75, c76, c77, c78, c80, c83, c84, c85, c86, c88, c91, c101
d2, d4, d10, d11, d13, d17, d20, d21, d26, d28, d29, d30, d31, d32, d33, d36, d37, d42, d44, d52, d56, d62, d81
e1, e2, e3, e4, e9, e10, e11, e12, e14, e15, e17, e19, e24, e26, e32, e33, e35, e36, e37, e38, e40, e42, e46
f2
i10, i19, i20, i29, i31, i32, i34, i35, i39, i45, i46, i47, i48, i50, i51, i52, i53, i55
m2, m3, m4, m8, m11
n6, n10
o15
p2, p3, p4, p6, p7, p8, p11, p12, p17, p29, p30
r2, r3, r7

Grades 13-14
a9
b3, b6, b10, b12, b14, b15, b19, b23, b24, b27, b33, b35, b40, b43, b46, b52, b55, b57, b58, b59, b60, b61, b62, b63, b66, b68, b70, b71, b72, b73, b76
c46, c47, c63, c72, c75, c76, c77, c83, c84, c85, c86, c88, c101
d20, d31, d44
e2, e9, e10, e11, e13, e14, e19, e38, e42, e44, e46, e47, e48, e51, e53
f2
i20, i34, i46
m2, m4, m8, m11
n6
p3, p6, p17, p29
r5

Planning and Implementation
b76
c36, c37
d2, d4, d5, d10, d11, d13, d17, d20, d21, d26, d28, d29, d30, d31, d32, d33, d36, d37, d42, d44, d52, d56, d57, d62, d81
e1, e4
i17, i34
n10, n13, n22
r3, r5, r7

Career Development Needs Assessment and Tests and Inventories
a11
b6, b8, b41
d21, d26, d42
e1, e2, e3, e4, e9, e10, e11, e12, e13, e14, e15, e17, e19, e20, e24, e26, e32, e33, e35, e36, e37, e38, e40, e42, e44, e46, e47, e48, e51, e53
f2
i10

Resource Assessment
d26, d42
f2
n22
o15
r2

Program Objectives
a11
d4, d11, d26, d30, d31, d36, d42
i35, i39, i48

Evaluation
a11
d3, d4, d11, d17, d26, d30, d32, d33, d42, d44
e11
i39, i41
r5, r7

Career Guidance Practices
a1, a3, a6, a9, a11, a20, a23, a27, a28, a29, a39, a40, a43

Career Guidance Practices (Continued)
b1, b2, b4, b5, b6, b7, b8, b9, 10, b11, b12, b13, b17, b18, b19, b21, b23, b25, b26, b30, b31, b32, b33, b35, b36, b38, b39, b41, b42, b43, b46, b47, b49, b52, b56, b61, b64, b65, b66, b68, b73, b75
c19, c36, c37, c43, c46, c48, c56, c66, c69, c71, c78, c86, c88
d4, d5, d10, d11, d20, d21, d26, d28, d29, d30, d31, d32, d33, d36, d37, d44
i1, i2, i10, i16, i17, i18, i19, i20, i23, i24, i29, i31, i32, i34, i35, i38, i39, i41, i42, i45, i46, i47, i48, i50, i51, i52, i53, i55
n6, n10, n22
p2, p11, p12
r2, r3, r8

Counseling
b37
d20, d33, d52, d56
m2

Follow-up
d26, d33
e2
m11
r5

Placement
b3, b16, b48, b50, b51, b54, b55, b58, b63
c71
d20, d26, d28, d31, d32, d33, d36, d44
m2, m3, m4, m8, m11
r5

Staff Development
a3
b61, b69
d4, d10, d11, d26, d30, d32
m4
n6, n10, n13, n18, n21, n22
o15
r5

Community Relations
b34, b61
d11, d26
n22
o15

Women
b56
d21
e4
n21
p2, p3, p4, p6, p7, p8, p11, p12, p17, p29, p30

Minorities
n21, n22

Exceptional Students
b50, b51, b54, b56, b71
e47
m8
r2, r3, r5, r7, r8

C. Life Roles

Materials related to:

Grades K-4
a1
c1, c2, c3, c4, c5, c6, c7, c8, c9, c10, c11, c12
i1, i2, i3, i4, i6, i7

Grades 4-6
a3, a4, a5
c4, c13, c14, c15, c16, c17, c18, c19, c20, c21, c22, c23, c24, c25, c26, c27, c28, c29, c30, c31, c32
i2, i9, i10, i11, i12
n7
p1

Grades K-6
a9, a10, a11, a19, a20, a21, a24
c33, c34, c35, c36, c37, c38, c39, c40, c41
d5, d10, d11, d13, d19, d20, d29, d30, d31, d33, d36, d37, d39, d42, d43, d46
e6, e11
f2
i15, i16, i17, i18, i19, i20, i21, i22, i23, i24, i25, i26, i27, i28
n16, n18, n21
p11, p21, p22
r3, r8

Grades 7-9
a3, a4, a5, a9, a11, a28, a29, a33, a36, a38, a40
b20, b21
c14, c18, c19, c20, c21, c25, c27, c29, c30, c31, c36, c37, c42, c43, c44, c45, c46, c47, c48, c49, c50, c51, c52, c53, c54, c55, c56, c57, c58, c59, c60, c61, c62, c63, c64, c65, c66, c67, c68, c69, c70, c71, c101
d10, d11, d13, d16, d17, d20, d29, d30, d31, d33, d36, d37, d42
e1, e3, e6, e11, e30, e49, e54
f2
i10, i19, i20, i24, i26, i27, i29, i30, i33, i34, i36, i37, i38, i40, i41, i42
n7, n16
p1, p7, p8, p9, p10, p11, p14, p16, p18, p21, p24, p28

Grades 10-12
a9, a11, a28, a36, a38, a40, a49
b20, b21, b29, b35, b39, b45, b49, b61, b65, b72
c27, c42, c43, c44, c45, c46, c47, c48, c49, c50, c51, c52, c53, c54, c56, c57, c58, c59, c60, c61, c62, c63, c67, c68, c69, c70, c72, c73, c74, c75, c76,

Grades 10-12 (Continued)
c77, c78, c79, c80, c81, c82, c83, c84, c85, c86, c87, c88, c89, c90, c91, c92, c93, c94, c95, c96, c97, c98, c99, c100, c101, c102, c103, c104, c105, c106
d10, d11, d13, d17, d20, d26, d29, d30, d31, d33, d36, d37, d40, d42, d56
e1, e5, e6, e11, e29, e30, e31, e34, e41, e49, e54
f2
i10, i19, i20, i26, i29, i33, i34, i36, i37, i40, i45, i46, i48, i49, i50, i51, i52, i55
n6, n7
o2
p3, p4, p6, p7, p8, p9, p10, p11, p12, p13, p14, p15, p16, p17, p18, p21, p24, p28
r2, r3, r6

Grades 13-14
a9
b35, b61, b72
c27, c45, c46, c47, c49, c54, c63, c72, c75, c76, c77, c83, c84, c85, c86, c87, c88, c93, c94, c95, c97, c98, c99, c101, c105
d20, d31
e11, e29, e30, e31, e34, e41, e51, e54
f2
i20, i34, i46
n6
o2
p3, p6, p17, p24, p28
r5

Planning and Implementation
c36, c37
d5, d10, d11, d13, d16, d17, d19, d20, d26, d29, d30, d31, d33, d36, d37, d38, d39, d40, d42, d43, d46, d56, d57, d67
e1
i3, i17, i22, i26, i30, i33, i34
n7, n16
p21
r3, r5

Career Development Needs Assessment and Tests and Inventories
a11
c100
d26, d42
e1, e5, e11, e29, e30, e31, e34, e41, e49, e51, e54
f2
i10
n16

Resource Assessment
c47
d26, d42, d46
f2
p23
r2

Program Objectives
a11
d11, d19, d26, d30, d31, d36, d42
i21, i48

Evaluation
a11
d11, d17, d19, d26, d30, d33, d42
e11
i41
r5

Career Guidance Practices
a1, a3, a5, a9, a10, a11, a19, a20, a21, a24, a28, a29, a33, a36, a40, a49
b21, b35, b39, b49, b61, b65
c1, c2, c3, c4, c5, c6, c7, c8, c9, c10, c11, c12, c13, c14, c16, c17, c18, c19, c20, c21, c22, c23, c24, c25, c27, c31, c32, c33, c35, c36, c37, c38, c40, c43, c45, c46, c48, c49, c50, c51, c52, c55, c56, c58, c66, c69, c71, c74, c78, c82, c86, c87, c88, c89, c92, c94, c96, c97, c98, c99, c105, c106
d5, d10, d11, d16, d19, d20, d26, d29, d30, d31, d33, d36, d37, d39, d43, d46
i1, i2, i3, i4, i6, i7, i9, i10, i11, i12, i15, i16, i17, i18, i19, i20, i21, i22, i23, i24, i25, i26, i27, i28, i29, i30, i33, i34, i36, i37, i38, i40, i41, i42, i45, i46, i48, i49, i50, i51, i52, i55
n6, n7
p1, p9, p11, p12, p14, p24
r2, r3, r6, r8

Counseling
d20, d33, d56
p21

Follow-up
d26, d33
r5

Placement
c71, c104
d20, d26, d31, d33, d36
r5

Staff Development
a3
b61
d10, d11, d16, d19, d26, d30, d40, d46
n6, n7, n16, n18, n21
p22, p28
r5

Community Relations
a10
b61
d11, d26, d46
i22
n16
o2
p22

Women
c41, c73, c87
i36, i37
n21
p1, p3, p4, p6, p7, p8, p9, p10, p11, p12, p13, p14, p15, p16, p17, p18, p21, p22, p23, p24, p25, p28

Minorities
n21

Exceptional Students
i26
r2, r3, r5, r6, r8

II. CAREER GUIDANCE AND COUNSELING PROGRAM PROCESSES

D. Planning and Implementation

Materials related to:

Grades K-4
i3

Grades 4-6
n7

Grades K-6
c36, c37
d1, d2, d4, d5, d7, d9, d10, d11, d12, d13, d14, d15, d19, d20, d24, d25, d27, d29, d30, d31, d32, d33, d35, d36, d37, d38, d39, d42, d43, d46, d47, d48, d49, d50, d51, d53, d64, d69, d70, d74
e4
i17, i22, i26
n5, n9, n13, n14, n16, n22
p19, p21
r1, r3, r4

Grades 7-9
c36, c37
d1, d2, d4, d6, d7, d9, d10, d11, d12, d13, d15, d16, d17, d18, d20, d21, d23, d25, d29, d30, d31, d32, d33, d35, d36, d37, d42, d44, d45, d47, d48, d49, d50, d51, d52, d53, d55, d60, d61, d64, d69, d74
e1, e4
i26, i30, i33, i34
n5, n7, n9, n10, n14, n16
p19, p21
r1, r3, r4

Grades 10-12
b76
d1, d2, d3, d4, d6, d7, d9, d10, d11, d12, d13, d15, d17, d18, d20, d21, d23, d25, d26, d28, d29, d30, d31, d32, d33, d35, d36, d37, d40, d42, d44, d45, d47, d48, d49, d50, d51, d52, d53, d54, d55, d56, d60, d61, d62, d64, d69, d74, d81
e1, e4, e7
i26, i33, i34
n5, n7, n9, n14
p19, p21
r1, r3, r4, r7, r9

Grades 13-14
b76
d20, d31, d35, d44, d45, d47, d73, d74
e7
i34
o6
p19
r5

Self and Interpersonal Relations
d4, d5, d10, d16, d17, d19, d20, d21, d26, d29, d31, d33, d36, d37, d42, d56, d57
e1
i17, i30, i34
n7, n13
r3, r5

Career Planning and Decision Making
b76
c36, c37
d2, d4, d5, d10, d11, d13, d17, d20, d21, d26, d28, d29, d30, d31, d32, d33, d36, d37, d42, d44, d52, d56, d57, d62, d81
e1, e4
i17, i34
n13, n22
r3, r5, r7

Life Roles
c36, c37
d5, d10, d11, d13, d16, d17, d19, d20, d26, d29, d30, d31, d33, d36, d37, d38, d39, d40, d42, d43, d46, d56, d57, d67
e1
i3, i17, i22, i26, i30, i33, i34
n7, n16
p21
r3, r5

General Planning and Implementation
d1, d15, d47, d58, d59, d60, d61, d63, d64, d65, d66, d68, d69, d70, d71, d72, d73, 74, d78, d79, d80

Career Development Needs Assessment and Tests and Inventories

d3, d17, d18, d21, d25, d26, d35, d42, d47, d48, d54
e1, e4, e7
r4

Resource Assessment
d3, d25, d26, d35, d42, d46, d76,
n22

Program Objectives
d3, d4, d11, d17, d19, d25, d26, d30, d31, d36, d42, d47
r4

Evaluation
d3, d4, d11, d17, d18, d19, d25, d26, d30, d32, d33, d35, d42, d44, d48, d55, d75
r5, r7

Career Guidance Practices
c36, c37
d3, d4, d5, d6, d7, d10, d11, d16, d19, d20, d21, d23, d24, d26, d28, d29, d30, d31, d32, d33, d36, d37, d39, d43, d44, d46, d49, d50, d51, d53
i3, i17, i22, i26, i30, i33, i34
n7, n22
p19
r3

Counseling
d20, d33, d41, d45, d52, d53, d55, d56
p21

Follow-up
d26, d33
r5

Placement
d20, d26, d28, d31, d32, d33, d36, d41, d44, d45, d54
o6
r5

Staff Development
d3, d4, d9, d10, d11, d14, d16, d19, d26, d27, d30, d32, d34, d35, d40, d41, d46, d50, d53, d76
n5, n7, n9, n10, n13, n14, n15, n16, n22
r5

Community Relations
d8, d11, d14, d22, d26, d35, d41, d46, d51
i22
n16, n22
o6

Women
d21, d45
e1
p19, p21

Minorities
d45
n22
p19

Exceptional Students
d49, d53
i26
r1, r3, r4, r5, r7, r9

E. Career Development Needs Assessment and Tests and Inventories

Materials related to:

Grades K-4
e16, e39

Grades 4-6
e42, e46
i10

Grades K-6
a11
d25, d35, d42, d47, d48
e4, e6, e8, e9, e10, e11, e12, e14, e15, e17, e19, e20, e21, e23
f2
i10
n9
r4

Grades 7-9
a11
b6, b8
d17, d18, d21, d25, d35, d42, d47, d48
e1, e2, e3, e4, e6, e9, e10, e11. e12, e14, e15, e17, e18, e19, e20, e21, e23, e26, e28, e30, e32, e33, e36, e37, e42, e46, e49, e54
f2
i10
n9
r4

Grades 10-12
a11
b6, b8, b44
c100
d3, d17, d18, d21, d25, d26, d35, d42, d47, d48, d54
e1, e2, e3, e4, e5, e6, e7, e9, e10, e11, e12, e14, e15, e17, e18, e19, e21, e22, e23, e24, e26, e27, e29, e30, e31, e32, e33, e34, e35, e36, e37, e38, e40, e41, e42, e46, e49, e54
f2
i10
n9
r4

Grades 13-14
b6
d35, d47
e2, e7, e9, e10, e11, e13, e14, e18, e19, e23, e25, e29, e30, e31, e34, e38, e41, e42, e43, e44, e45, e46, e47, e48, e50, e51, e52, e53, e54
f2

Self and Interpersonal Relations
a11
d17, d21, d26, d42
e1, e6, e8, e9, e13, e14, e15, e16, e18, e19, e21, e22, e23, e24, e25, e27, e28, e29, e38, e39, e40, e42, e43, e45, e49, e50, e51, e52, e53, e54
f2
i10

Career Planning and Decision Making
a11
b6, b8, b44
d17, d21, d26, d42
e1, e2, e3, e4, e9, e10, e11, e12, e13, e14, e15, e17, e19, e20, e24, e26, e32, e33, e35, e36, e37, e38, e40, e42, e44, e46, e47, e48, e51, e53
f2
i10

Life Roles
a11
c100
d17, d26, d42
e1, e5, e6, e11, e29, e30, e31, e34, e41, e49, e51, e54
f2
i10

Planning and Implementation
d3, d17, d18, d21, d25, d26, d35, d42, d47, d48, d54
e1, e2, e3, e4, e7
r4

Resource Assessment
f2

Program Objectives
a11
r4

Evaluation
a11
e11

Career Guidance Practices
a11
b6, b8
i10

Follow-up
e2

Staff Development
n9, n15

Women
d21
e4

Exceptional Students
e8, e47
r4

F. Resource Assessment

Materials related to:

Grades K-6
d25, d35, d42, d46
f1, f2, f3, f4, f5, f6
n8, n9, n22
o15

Grades 7-9
d25, d35, d42
f1, f2, f3, f4, f5, f6
n8, n9
o15
r2

Grades 10-12
d3, d25, d26, d35, d42
f1, f2, f3, f4, f5, f6
n8, n9
o15
r2

Grades 13-14
d35
f2
n8

Self and Interpersonal Relations
d26, d42
f2
r2

Career Planning and Decision Making
d26, d42
f2
n22
o15
r2

Life Roles
d26, d42, d46
f2
p23
r2

Planning and Implementation
d3, d25, d26, d35, d42, d46, d76

Career Development Needs Assessment and Tests and Inventories
f2

General Resource Assessment
f3, f4, f5, f6

Career Guidance Practices
r2

Staff Development
f1
n8, n9, n22
o15

Community Relations
n22
o15

Women
f1
p23

Minorities
f1

Exceptional Students
f1
r2

G. Program Objectives

Materials related to:

Grades K-6
a11
d4, d11, d19, d25, d30, d31, d36, d42, d47
g1, g2
i21
n9
r4

Grades 7-9
a11
d4, d11, d17, d25, d30, d31, d36, d42, d47
g1, g2
i35, i39
n9
r4

Grades 10-12
a11
d3, d4, d11, d17, d25, d26, d30, d31, d36, d42, d47
g1, g2
i35, i39, i48
n9
r4

Grades 13-14
d31, d47

Self and Interpersonal Relations
a11
d4, d17, d19, d26, d31, d36, d42
i21, i39, i48

Career Planning and Decision Making
a11
d4, d11, d17, d26, d30, d31, d36, d42
i35, i39, i48

Life Roles
a11
d11, d17, d19, d26, d30, d31, d36, d42
i21, i48

Planning and Implementation
d3, d4, d11, d17, d19, d25, d26, d30, d31, d36, d42, d47
r4

Career Development Needs Assessment and Tests and Inventories
a11

General Program Objectives
g2, g3

Evaluation
a11
i39

Career Guidance Practices
a11
d4, d19, d30, d36
g1
i21, i35, i39, i48

Placement
d36

Staff Development
d30
n9, n15

Exceptional Students
r4

H. Evaluation

Materials related to:

Grades K-6
a11
d4, d11, d19, d25, d30, d33, d35, d42, d48
e11
h1, h3
n9

Grades 7-9
a11
d4, d11, d17, d18, d25, d30, d32, d33, d35, d42, d44, d48, d55
e11
h1, h2, h3
i39, i41
n9

Grades 10-12
a11
d3, d4, d11, d17, d18, d25, d26, d30, d32, d33, d35, d42, d44, d48, d55
e11
h1, h2
i39
n9
r7

Grades 13-14
d35, d44
e11
r5

Self and Interpersonal Relations
a11
d4, d17, d19, d26, d33, d42
i39, i41
r5

Career Planning and Decision Making
a11
d4, d11, d17, d26, d30, d32, d33, d42, d44
e11
i39, i41
r5, r7

Life Roles
a11
d11, d17, d19, d26, d30, d33, d42
e11
i41
r5

Planning and Implementation
d3, d4, d11, d17, d18, d19, d25, d26, d30, d32, d33, d35, d42, d44, d48, d55, d75
r5, r7

Career Development Needs Assessment and Tests and Inventories
a11
e11

Program Objectives
a11

General Evaluation
h1, h2, h3

Career Guidance Practices
a11
d19, d30
i39, i41

Counseling
d55

Follow-up
r5

Placement
r5

Staff Development
h4
n9, n15
r5

Exceptional Students
r5, r7

III. CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES

I. Career Guidance Practices

Materials related to:

Grades K-4

a1, a2
c1, c2, c3, c4, c5, c6, c7, c8, c9, c10, c11, c12
i1, i2, i3, i4, i5, i6, i7, i8

Grades 4-6

a3, a5, a6
b1
c4, c13, c14, c16, c17, c18, c19, c20, c21, c23, c24, c25, c27, c31, c32
i2, i9, i10, i11, i12, i13, i14
n7
p1

Grades K-6

a8, a9, a10, a11, a12, a13, a14, a15, a16, a17, a18, a19, a20, a21, a22, a23, a24
b2
c33, c35, c36, c37, c38, c40
d4, d5, d7, d10, d11, d19, d20, d24, d29, d30, d31, d33, d36, d37, d39, d43, d46, d49, d50, d51, d53
g1
i15, i16, i17, i18, i19, i20, i21, i22, i23, i24, i25, i26, i27, i28
n9, n12, n22, n23
p11, p19
r3

Grades 7-9

a3, a5, a6, a9, a11, a22, a23, a25, a26, a27, a28, a29, a30, a31, a32, a33, a34, a35, a36, a39, a40, a41, a42, a43, a44, a46, a47
b1, b2, b4, b5, b6, b7, b8, b9, b10, b11, b12, b13, b17, b18, b19, b21, b23, b25, b26, b42
c14, c18, c19, c20, c21, c25, c27, c31, c36, c37, c43, c45, c46, c48, c49, c50, c51, c52, c55, c56, c58, c66, c69, c71
d4, d6, d7, d10, d11, d16, d20, d21, d23, d29, d30, d31, d32, d33, d36, d37, d44, d49, d50, d51, d53
i10, i19, i20, i24, i26, i27, i29, i30, i31, i32, i33, i34, i35, i36, i37, i38, i39, i40, i41, i42, i43, i44
n4, n7, n9, n10, n12, n23
p1, p2, p5, p11, p14, p19, p24
r2, r3

Grades 10-12

a9, a11, a22, a23, a25, a26, a27, a28, a30, a31, a32, a34, a35, a36, a39, a40, a41, a42, a44, a46, a47, a48, a49
b1, b6, b7, b8, b10, b11, b12, b13, b17, b18, b19, b21, b23, b25, b26, b30, b31, b32, b33, b35, b36, b38, b39, b41, b43, b46, b47, b49, b52, b56, b61, b64, b65, b66, b68, b73, b75

Grades 10-12 (Continued)

c27, c43, c46, c48, c49, c50, c51, c52, c56, c58, c69, c74, c78, c82, c86, c87, c88, c89, c92, c94, c96, c97, c98, c99, c105, c106
d3, d4, d6, d7, d10, d11, d20, d21, d23, d26, d28, d29, d30, d31, d32, d33, d36, d37, d44, d49, d50, d51, d53
g1
i10, i19, i20, i26, i29, i31, i32, i33, i34, i35, i36, i37, i39, i40, i43, i45, i46, i47, i48, i49, i50, i51, i52, i53, i54, i55
n4, n6, n7, n9, n10, n12, n23
p2, p5, p9, p11, p12, p14, p22, p24
r2, r3, r6

Grades 13-14

a9, a22, a31, a34, a35, a42, a44, a46, a47
b6, b10, b12, b19, b23, b33, b35, b43, b46, b52, b61, b66, b68, b73
c27, c45, c46, c49, c86, c87, c88, c94, c97, c98, c99, c105
d20, d31, d44
i20, i34, i46
n6, n12
p19, p24

Self and Interpersonal Relations

a1, a2, a3, a5, a6, a8, a9, a10, a11, a12, a13, a14, a15, a16, a17, a18, a19, a20, a21, a22, a23, a24, a25, a26, a27, a28, a29, a30, a31, a32, a33, a34, a35, a36, a39, a40, a41, a42, a43, a44, a46, a47, a48, a49
b11, b12, b17, b25, b32, b39, b49, b66
c2, c6, c9, c13, c16, c23, c25, c27, c38, c52, c56, c71
d4, d5, d10, d16, d19, d20, d21, d26, d29, d31, d33, d36, d37
i1, i2, i4, i5, i8, i10, i11, i12, i14, i15, i16, i17, i18, i19, i20, i21, i23, i25, i27, i29, i30, i31, i34, i39, i40, i41, i42, i43, i44, i45, i46, i48, i49, i50, i51, i52, i53, i54, i55
n7
p5, p11
r2, r3, r8

Career Planning and Decision Making

a1, a3, a6, a9, a11, a20, a23, a27, a28, a29, a39, a40, a43
b1, b2, b4, b5, b6, b7, b8, b9, b10, b11, b12, b13, b17, b18, b19, b21, b23, b25, b26, b30, b31, b32, b33, b35, b36, b38, b39, b41, b42, b43, b46, b47, b49, b52, b56, b61, b64, b65, b66, b68, b73, b75
c19, c22, c36, c37, c43, c46, c48, c56, c66, c69, c71, c78, c86, c88
d4, d5, d10, d11, d20, d21, d26, d28, d29, d30, d31, d32, d33, d36, d37, d44

Career Planning and Decision Making (Continued)
i1, i2, i10, i16, i17, i18, i19, i20, i23, i24, i29, i30, i31, i32, i34, i35, i38, i39, i41, i42, i45, i46, i47, i48, i50, i51, i52, i53, i55
n6, n10, n22
p2, p11, p12
r2, r3, r8

Life Roles
a1, a3, a5, a9, a10, a11, a19, a20, a21, a24, a28, a29, a33, a36, a40, a49
b21, b35, b39, b49, b61, b65
c1, c2, c3, c4, c5, c6, c7, c8, c9, c10, c11, c12, c13, c14, c16, c17, c18, c19, c20, c21, c22, c23, c24, c25, c27, c31, c32, c33, c35, c36, c37, c38, c40, c43, c45, c46, c48, c49, c50, c51, c52, c55, c56, c58, c66, c69, c71, c74, c78, c82, c86, c87, c88, c89, c92, c94, c96, c97, c98, c99, c105, c106
d5, d10, d11, d16, d19, d20, d26, d29, d30, d31, d33, d36, d37, d39, d43, d46
i1, i2, i3, i4, i6, i7, i9, i10, i11, i12, i15, i16, i17, i18, i19, i20, i21, i22, i23, i24, i25, i26, i27, i28, i29, i30, i33, i34, i36, i37, i38, i40, i41, i42, i45, i46, i48, i49, i51, i52, i53, i55
n7
p1, p9, p11, p14, p24
r2, r3, r6, r8

Planning and Implementation
c36, c37
d3, d4, d5, d6, d7, d10, d11, d16, d19, d20, d21, d23, d24, d26, d28, d29, d30, d31, d32, d33, d36, d37, d39, d43, d44, d46, d49, d50, d51, d53
i3, i17, i22, i26, i30, i33, i34
n7, n10
p19
r3

Career Development Needs Assessment and Tests and Inventories
a11
b6, b8
i10

Resource Assessment
r2

Program Objectives
a11
d19, d26, d30
g1
i21, i35, i39, i48

Evaluation
a11
d19, d26
i39, i41

Staff Development
a3, a8
b61
n4, n6, n7, n9, n10, n12, n22, n23

Community Relations
a8, a10
b61
i22

Women
b56
c87
d21
i36, i37
n12
p1, p2, p5, p9, p11, p12, p14, p19, p24

Minorities
n12, n22
p19

Exceptional Students
b56
d49, d53
i26
r2, r3, r6, r8

J. Counseling

Materials related to:

Grades K-6
d20, d33, d53
p21

Grades 7-9
a45
d20, d33, d45, d52, d53, d55
p21

Grades 10-12
b37
d20, d33, d45, d52, d53, d55, d56
p21

Grades 13-14
d20, d45
m2

Self and Interpersonal Relations
a45
d20, d56

Career Planning and Decision Making
b37
d20, d52, d56
m2

Life Roles
d20, d56
p21

Planning and Implementation
d20, d33, d41, d45, d52, d53, d55, d56
p21

Evaluation
d55

General Counseling
j1, j2, j3, j4

Placement
m2

Women
d45
p21

Minorities
d45

Exceptional Students
d53

K. Follow-up

Materials related to:

Grades K-6
d33

Grades 7-9
d33
e2

Grades 10-12
d26, d33
e2
m7, m11

Grades 13-14
e2
k1, k3, k4, k5, k6
m11
r5

Self and Interpersonal Relations
d26, d33
r5

Career Planning and Decision Making
d26, d33
e2
r5

Life Roles
d26, d33
r5

Planning and Implementation
d26, d33
r5

Career Development Needs Assessment
e2

Evaluation
r5

General Follow-up
k1, k2, k3, k4, k5, k6

Placement
m7, m11
r5

Staff Development
m7
r5

Exceptional Students
r5

L. Follow-Through

(no materials)

M. Placement

Materials related to:

Grades K-6
d20, d31, d33, d36
m1

Grades 7-9
b3, b16
c71
d20, d31, d32, d33, d36, d44, d45
m1, m14

Grades 10-12
b3, b16, b48, b50, b51, b54, b55, b58, b63
c104
d20, d26, d28, d31, d32, d33, d36, d44, d45, d54
m1, m2, m3, m4, m5, m7, m8, m10, m11, m12, m13, m14

Grades 13-14
b3, b55, b58, b63
d20, d31, d44, d45
m1, m2, m4, m5, m8, m11, m13
o6
r5

Self and Interpersonal Relations
b54, b55
c71
d20, d26, d31, d33, d36
r5

Career Planning and Decision Making
b3, b16, b48, b50, b51, b54, b55, b58, b63
c71
d20, d26, d28, d31, d32, d33, d36, d44
m2, m3, m4, m8, m11
r5

Life Roles
  c71, c104
  d20, d26, d31, d33, d36
  r5

Planning and Implementation
  d20, d26, d28, d31, d32, d33, d36, d41, d44, d45, d54
  o6
  r5

Counseling
  m2

Follow-up
  m5, m11
  r5

General Placement
  m1, m5, m6, m9, m10, m12, m13, m14

Staff Development
  m4, m5
  r5

Community Relations
  o6

Women
  d45

Minorities
  d45

Exceptional Students
  b50, b51, b54
  m8
  r5

IV. CAREER GUIDANCE AND COUNSELING SUPPORT TECHNIQUES

N. Staff Development

Materials related to:

Grades 4-6
a3
n7

Grades K-6
a8
d4, d9, d10, d11, d14, d19, d27, d30, d35, d46, d50, d53
f1
n1, n2, n3, n5, n8, n9, n11, n12, n13, n14, n16, n17, n18, n19, n21, n22, n23, n24
o14, o15
p20, p22, p26

Grades 7-9
a3
d4, d9, d10, d11, d16, d30, d32, d35, d50, d53

Grades 10-12
b61, b69
d3, d4, d9, d10, d11, d26, d30, d32, d35, d40, d50, d53
f1
m4, m7
n1, n2, n3, n4, n5, n6, n7, n8, n9, n10, n11, n12, n14, n17, n19, n23, n24
o7, o14, o15
p20, -26, p28

Grades 13-14
b61
d35
m4
n6, n8, n12
p28
r5

Self and Interpersonal Relations
a3, a8
d4, d10, d16, d19, d26
n3, n7, n13, n18, n21, n24
p22
r5

Career Planning and Decision Making
a3
b69
d4, d10, d11, d26, d30, d32
m4
n6, n10, n13, n18, n21, n22
o15

Life Roles
a3
b61

Life Roles (Continued)
d10, d11, d16, d19, d26, d30, d40, d46
n6, n7, n16, n18, n21
p22, p28
r5

Planning and Implementation
d3, d4, d9, d10, d11, d14, d16, d19, d26, d27, d30, d32, d34, d35, d40, d41, d46, d50, d53, d76
n5, n7, n9, n10, n13, n14, n15, n16, n22
r5

Career Development Needs Assessment and Tests and Inventories
n9, n15

Resource Assessment
f1
n8, n9, n22
o15

Program Objectives
d19
n9, n15

Evaluation
d19
h4
n9, n15
r5

Career Guidance Practices
a3, a8
b61
d19, d30
n4, n6, n7, n9, n10, n12, n22, n23

Follow-up
m7
r5

Placement
m4, m7
r5

General Staff Development
m1, m2, m11, m17, m20

Community Relations
a8
b61
n16, n22
o7, o14, o15

Women
f1
n19, n12, n21
p22, p26, p28

Minorities
f1
n12, n21, n22
q1

Exceptional Students
d53
f1
r5

O. Community Relations

Materials related to:

Grades K-6
a8, a10
d11, d14, d35, d46, d51
i22
n16, n22
o8, o14, o15
p22

Grades 7-9
d6, d11, d35, d51
n16
o8, o9, o14, o15

Grades 10-12
b34, b61
d6, d11, d26, d35, d51
o2, o7, o8, o9, o14, o15

Grades 13-14
b61
d35
o2, o6

Self and Interpersonal Relations
a8, a10
d26
p22

Career Planning and Decision Making
b34, b61
d11, d26
n22
o15

Life Roles
a10
d11, d26, d46
i22
n16
o2
p22

Planning and Implementation
d6, d8, d11, d14, d22, d26, d35, d41, d46, d51
i22
n16, n22
o6

Resource Assessment
o15

Career Guidance Practices
a8, a10
b61
i22

Placement
o6

Staff Development
a8
b61
n16, n22
o7, o14, o15
p22

General Community Relations
o1, o3, o4, o5, o8, o9, o10, o11, o12, o13

Women
p22

Minorities
n22

V. SPECIAL POPULATIONS

P. Women

Materials related to:

Grades 4-6
p1

Grades K-6
c41
e4
f1
n12, n19, n21
p11, p19, p20, p21, p22, p26

Grades 7-9
d21, d45
e4
f1
i36, i37
n12, n19,
p1, p2, p5, p7, p8, p10, p11, p14, p16, p18, p19, p20, p21, p24, p26, p28, p30

Grades 10-12
b56
c73, c87
d21, d45
e4
f1
i36, i37
n12, n19
p2, p3, p4, p5, p6, p7, p8, p9, p10, p11, p12, p13, p14, p15, p16, p17, p18, p19, p20, p21, p24, p26, p27, p28, p29, p30

Grades 13-14
c87
d45
n12
p3, p6, p17, p24, p28, p29

Self and Interpersonal Relations
d21
n21
p5, p8, p11, p22

Career Planning and Decision Making
b56
d21
e4
n21
p2, p3, p4, p6, p7, p8, p11, p12, p17, p29, p30

Life Roles
c41, c73, c87
i36, i37
n21
p1, p3, p4, p6, p7, p8, p9, p10, p11, p12, p13, p14, p15, p16, p17, p18, p21, p22, p23, p24, p25, p28

Planning and Implementation
d21, d45
e4
p19, p21

Career Development Needs Assessment and Tests and Inventories
d21
e4

Resource Assessment
f1
p23

Career Guidance Practices
b56
c87
d21
i36, i37
n12
p1, p2, p5, p9, p11, p12, p14, p19, p24

Counseling
d45
p21

Placement
d45

Staff Development
f1
n12, n19, n21
p20, p22, p26, p28

Community Relations
p22

Q. Minorities

Materials related to:

Grades K-6
f1
n12, n21, n22
p19

Grades 7-9
d45
f1
n12
p19

Grades 10-12
d45
f1
m12
p19

Grades 13-14
d45
n12
p19

Self and Interpersonal Relations
n21

Career Planning and Decision Making
n21, n22

Life Roles
n21

Planning and Implementation
d45
n22
p19

Resource Assessment
f1

Career Guidance Practices
n12
p19

Counseling
d45

Placement
d45

Staff Development
f1
n12, n21, n22

R. Exceptional Students

Materials related to:

Grades K-6
d49, d53
e8
f1
i26
r1, r3, r4, r8

Grades 7-9
d49, d53
f1
i26
r1, r2, r3, r4

Grades 10-12
b50, b51, b54, b56, b71
d49, d53
f1
i26
m8
r1, r2, r3, r4, r6, r7, r9

Grades 13-14
b71
e47
m8
r5

Self and Interpersonal Relations
b54
e8
r2, r3, r5, r8

Career Planning and Decision Making
b50, b51, b54, b56, n71
e47
m8
r2, r3, r5, r7, r8

Life Roles
i26
r2, r3, r5, r6, r8

Planning and Implementation
d49, d53
i26
r1, r3, r4, r5, r7, r9

Career Development Needs Assessment and Tests and Inventories
e8, e47
r4

Resource Assessment
f1
r2

Program Objectives
r4

Evaluation
r5, r7

Career Guidance Practices
b56
d49, d53
i26
r2, r3, r6, r8

Counseling
d53

Follow-up
r5

Placement
b50, b51, b56
m8
r5

Staff Development
d53
f1
r5

CHAPTER II

ABSTRACTS

I. CAREER GUIDANCE DOMAINS

a1 *Career Awareness: A Primary Introduction to Career Education.* Society for Visual Education. K–4

This set which contains five full color filmstrips, five records or five cassettes, five teacher's manuals, and a student activity book leads students in primary grades to appraisal of themselves and activities they might pursue later in life. Self-understanding, skill awareness, and decision-making skills are stressed. The student activity book (spirit masters) provides additional exposure to career choices and requirements. "I Have a Body" compares the activities of the human body to those of animals and machines. "I Have a Brain" shows how different workers use their brains. "The Work People Do" presents the variety of jobs necessary in manufacturing. "I Can Do Things" shows how many interests of children may lead to careers. "I Can Make Choices" makes students aware that they make decisions everyday.

Cost: $99.50/set with records; $109.50/set with cassettes; $12.50/each filmstrip with guide; $6.00/each record; $8.00/each cassette; $8.75/additional student activity books.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a2 *First Things: How Would You Feel?* Guidance Associates.

This program, which contains two full color filmstrips, one cassette, and a teacher's guide, is designed to build self-awareness in kindergarten through grade 3 students. The two stories presented in this program are open-ended conflict situations in the areas of self-awareness and dealing with others. The philosophical approach in both presentations is that an inability to view the world from another person's perspective affects the way an individual tries to communicate and persuade, to consider another's feelings, motives, interests or needs, and to solve problems of fairness. The filmstrip presentations are suitable for use on an individual or on a group basis, but the real value of these materials stems from their ability to stimulate discussion. The teacher's manual contains class discussion suggestions.

Cost: $26.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a3 *Bread and Butterflies.* Agency for Instructional Television, 1974. 4–6

This career development program, which includes fifteen fifteen-minute color television or film programs, a curriculum guide, an in-service program for teachers, an informational program, and workshop materials was developed through the resources of a consortium of thirty-four agencies to aid students in their exploration of how their lives and the world of work relate. The films cover themes such as: self-independence, self-clarification, responsibility, interpersonal skills, life styles, decision making, interdependency, and human dignity. The Curriculum Guide provides suggestions to the teacher on how to integrate career development strategies into the regular curriculum. Lesson plans are provided for each film which include the lesson theme and goal, program description, before-the-program readiness questions, post-viewing questions, general short- and long-term activities, and subject oriented activities. The films can be presented by television broadcast and reception, 16 mm film projection, or V-matic video cassette.

Cost: Rental available free from most state departments of education.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a4 *Foundations for Occupational Planning.* Society for Visual Education.

This series, which contains five captioned full color filmstrips, is designed to aid the intermediate and junior high school student in evaluating his/her own characteristics and relating them to the world of work. The relationship between possible careers and the amount of completed education is emphasized. "Who Are You?" discusses how the uniqueness of each person contributes something to society. "What Do You Like to Do?" outlines the value of having a diversity of interests. "What Is a Job?" focuses on the values, characteristics, and attitudes connected with jobs and helps students relate their needs to the world of work. "What Are Job Families?" categorizes occupations according to interests and industry, training, and aptitudes. "What Good Is School?" emphasizes the importance of doing well in school as preparation for a future career and for success in later life.

Cost: $36.00/set; $8.00/each filmstrip.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a5 *Introducing Career Concepts.* Science Research Associates, 1976.

The two series in this program are self-contained and can be taught independently of each other. Series One for grades 5 through 7 examines interests, focus, abilities, school subjects, work features, and work settings. Series Two for grades 7 through 9 presents concepts of work styles, work roles, skill development, training needs, income patterns, and employment opportunities. Each series contains a teacher's guide which provides suggested student activities and ways in which the program can be related to the curriculum. Students' Inventory Booklets assist them in applying career concepts to ninety illustrated occupations. A Self-Profile is used to stimulate students' thinking about who they are and how to relate their self-concept to occupations. A Worker Interview Form is used to have students involve parents and/or neighbors in career discussions.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a6 *It's Your Life.* James Pancrazio. Benefic Press, 1975. 251 pp.

This textbook is designed to help students in grades 6 through 9 understand basic concepts and principles about psychological health and related topics; it will provide them with opportunities to apply concepts and principles; it will give students an awareness of their own perceptions about self and others and will encourage them to evaluate these things; finally, it will enable the students to relate concepts and principles to themselves, their decision-making, and their relationships with others outside of the classroom. The seven units cover the following topics: knowing yourself, perception, communication, change, drugs, love and family roles, and planning for the future. After the chapters in the unit are presented, there is a section which gives role-playing situations, a glossary, and suggested activities related to unit content. The book is well illustrated. A teacher's guide is also available for $1.05.

Cost: $3.90.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a7 *Your Aptitudes: You Do Best What You Are Best Skilled to Do.* George F. Barth. Lothrop, Lee, and Shepard Company, 1971. 91 pp.

This book is written to help elementary students become aware of aptitudes. This book describes nineteen different aptitudes considered important on today's job market. Each chapter discusses an aptitude and directs questions toward the reader. There is also a chapter that matches aptitudes with typical jobs that call for them, and one chapter deals with preparing a resume and applying for a job.

Cost: $5.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a8 *Additional Studies in Elementary School Guidance.* G. Dean Miller, ed. Minnesota Department of Education, 1973. 434 pp. K–6

This is a collection of reports of twelve technical studies related to elementary school guidance. Three studies are reported which deal directly with students. All three studies deal with either peer relationships or self-concept and one of the studies also deals with school attitudes. Five studies relate to teachers and deal with classroom communications systems, in-service consultation, effective education training, utilization of pupil data, and a comparative study between counseling, consulting, or developmental guidance programs. Two studies are in the area of parent relationships. One study compares two models of parent education and the other deals with improving family communications. One study relates to increasing elementary school counselor competency and one study reports on student, teacher, and parent evaluation of an elementary school guidance program. A summary study provides an overview of research in elementary guidance done in the state of Minnesota.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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* a9 *Career Development: Education for Living.* Educational Relations. J. C. Penney Co., Inc.

A filmstrip and cassette, a copy of the script, discussion suggestions, overhead transparencies for a case study, picture cards, student action awareness cards, and a teacher's guide are included in this kit. The purpose of these materials is to prepare the individual to make career decisions, stressing the need to combine self-awareness and career awareness through experiences in the home, classroom, and community. The simplicity of the design makes the kit suitable for students in the primary grades through adult education. Emphasis is placed on value clarification, work value, and personal value, through the related value strategies of Sidney Simon. The world of the individual (values, attitudes, aptitudes, and skills) and the world-of-work (opportunities, requirements, and satisfactions), found in all types of occupations, are also explored. The filmstrip-cassette presentation is good for motivational discussion. A teacher's guide suggest ways to incorporate the materials in career education and the regular curriculum. The time required for using these materials is at the discretion of the instructor.

Cost: $13.75.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a10 *Career Education Program (Volume I, K-6).* Houghton Mifflin Company.

Designed for use by teachers and counselors with students in grades K through 6, this book outlines a career education program. Twenty prepared duplicating masters are also included. Major, ongoing themes of the program are self-appraisal and an increasingly detailed awareness of the world-of-work. The lessons have been planned so that career awareness and orientation can be integrated into the regular curriculum. Topics include: stimulating career awareness; working and living in the community; and exploring the world of work. A special unit is included for explaining the purposes of a career education program to parents and soliciting their cooperation. Although the suggested activities seem to be flexible and self-motivating, effective classroom use requires prior planning by the instructor and some community involvement. This book can be used as supplementary material for an existing program or as the basis for establishing a career education program.

Cost. $18.00 per volume (Volumes II and III same price).

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a11 *Counselor's Workbook: South Dakota Model.* South Dakota Department of Education, 1974. 50 pp.

This guide was developed to aid school counselors in the planning, development, implementation, and evaluation of a career guidance program. The guide provides an accountability model, a needs assessment instrument, and suggested objectives and activities. The sample activities are intended to be a starting point for counselors to begin development of their own programs. The objectives presented address the following areas: understanding and accepting self, developing responsibility for self, understanding others, being understood by others, relating to others, clarifying values, assessing self, making decisions, understanding sexual identity, understanding the guidance program, selecting courses and making educational plans, making post-high school plans, developing career awareness, exploring careers, planning careers, and findings jobs and careers.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a12 *Developing Understanding of Self and Others (DUSO).* American Guidance Service, Inc.

This series, which consists of two programs, is designed to assist students in self and social development. The activities in DUSO Kit D-1, which is for kindergarten and lower primary students, are designed to achieve three basic goals: learning more words for feelings; learning that feelings, goals, values, and behavior are dynamically related; and learning to talk more freely about feelings, goals, values, and behaviors. The materials in this kit include: a manual, two story books, thirty-three posters, twenty-one records, or five cassettes, eight puppets, eleven puppet props, thirty-three puppet activity cards, five group discussion cards, and thirty-three role playing activity cards. The activities in DUSO Kit D-2, which is for upper primary and fourth grade students, are designed to help the students achieve the following goals: to develop understanding and positive valuing of one's unique self; understanding the purposive nature of human behavior; understanding of dynamic interrelationships among ideas, feelings, beliefs, and behavior in order to express one's feelings accurately; and understanding of competence and the components of accomplishment. The materials in this kit include a manual, thirty-three posters, seventeen records or five cassettes, eight puppets, thirty-three puppet activity cards; thirty-three discussion pictures, six discussion guide cards, eight self and social development activity cards, thirty-three career awareness activity cards, thirty-three career awareness activity cards, and thirty-three role playing activity cards. The teacher's manual for each program presents the activities in such a way so teachers can select activities appropriate for their students with a minimum of preparation time.

Cost: DUSO Kit D-1–$115.00; DUSO Kit D-2–$110.00; components of each kit can be purchased separately.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a13 *First Things: Social Development Series.* Guidance Associates, 1976.

This series, which consists of four sound filmstrip programs, is to be used with students in grades 2 through 5. This series is based on research findings indicating that social development is based largely on the ability to understand other people's perspectives. "How Do You Know What Others Will Do?" helps students predict behavior by analyzing the thoughts, feelings, and motives of others. "How Would You Feel?" aids children to recognize and honor the feelings of others—through sensitive perspective taking. "How Do You Know What's Fair?" assists children to employ perspective taking as a means of resolving ethical problems. "How Can You Work Things Out?" helps students understand perspective taking as a key factor in communication. Each program has a story format and includes two full-color filmstrips, one 12" lp record or one cassette, and a teacher's guide. A companion program, *A Strategy for Teaching Social Development,* is designed to provide teachers with the theory behind the series and to demonstrate optimum use of sound filmstrips.

Cost: $26.00/each program; $42.50/series. *A Strategy for Social Development*, $22.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a14 *First Things: Social Studies Guidance Series.* Guidance Associates, 1976.

This series, which contains five sound filmstrip programs, is designed to help students in grades 2 through 5 apply and define concepts of self, groups, human interaction, conflict, and cooperation. "Guess Who's in a Group" explores criteria for defining groups, examines reasons groups are formed, and analyzes functions of group rules and customs. "Who Do You Think You Are?" helps students explore and define individual identity through personal facts and figures, actions, and feelings. In "What Do You Expect of Others?" children discover that what you expect from people (and why) strongly influences subsequent interactions. In "You Got Mad! Are You Glad?" children explore causes, effects, and expression of hostility, behavioral choices available in conflict situations, and ways to resolve conflict with minimum hostility. In "What Happens Between People," types of physical, emotional, verbal, cooperative, and competitive interactions are explored. The first three programs contain three full-color filmstrips, one 12" lp record or one cassette, and a teacher's guide. The last two programs contain two full-color filmstrips, one 12" lp record or one cassette, and a teacher's guide. A companion group, *A Strategy for Teaching Values*, is designed to provide teachers with the theory behind the series, and to demonstrate optimum use of sound filmstrips.

Cost: $26.00 each program; $117.50 series. *A Strategy for Teaching Values*, $22.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a15 *First Things: Values Series.* Guidance Associates, 1976.

This series, which consists of five sound filmstrip programs, is to be used with students in grades 2 through 5. Each program in the series presents two or more ethical conflicts or dilemmas testing basic concepts of truth, promises, fairness, rules, and property rights. But "It Isn't Yours" helps students explore rights and responsibilities associated with property and relate their own ideas of fair play to concepts of "borrowing," "stealing," and "owning" as distinct from "deserving to own." "That's No Fair" aids students to discuss the reasons for taking turns, sharing, and deciding who gets first consideration. It relates fairness to power, the guiding influences of custom, and explores the concept of compromise as a general approach of fairness. "The Trouble with Truth" helps students to discuss literal truth in relation to relative fairness; to compare active and passive dishonesty; to relate truth telling to trust from others, self-esteem, and self-denial. "You Promised" helps children discuss promises as absolute vs. relative commitments; consider promises which cause harm or disappointment; relate promise keeping to friendship and to authority. "What Do You Do About Rules?" helps children to relate group laws to individual responsibility; confront the problem of necessary rules causing specific injustice; consider purpose of punishment; and discuss criteria for imposing it. Each program has a story format and includes two full-color filmstrips, one 12" lp record or one cassette, and a teacher's guide.
Cost: $26.00/each program; $117.50/series.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a16 *Highway to Work and Play, A: Teacher's Guide for Awareness Level One, Getting Started*. McKnight, 1973. 74 pp.

This guide is the first in a series of six which is designed to implement the goals of career development and child development theory in the existing elementary school curriculum. The purpose of the sixteen issues in this guide is for individuals to become aware of their self-image through human activity. Students will begin to recognize their own social, mental, emotional, and physical characteristics in work and play and form their own self-image with information they know about themselves. Each lesson guide provides the purpose of the activity, suggested instructional procedure, possible infusion subjects, related activities, and a copy for the students' materials. The materials within this program can be infused in a variety of ways which are presented within the guide. Consumable student materials, which include games, stories, and puzzles, also can be purchased for use with the guide.

Cost: Classroom set–$32.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a17 *Highway to Work and Play, A: Teacher's Guide for Awareness Level Two, Moving On.* McKnight, 1973, 74 pp.

This guide is the second in a series of six which is designed to implement the goals of career development and child development theory in the existing elementary school curriculum. The purpose of the sixteen issues in this guide is for individuals to explore human experience in work and play. Students will begin to learn about themselves from personal experience; to interact socially when working and playing; to plan, organize, and control work and play; and to use information when working and playing. Each lesson guide provides the purpose of the activity, suggested instructional procedure, possible infusion subjects, related activities, and a copy of the students' materials. The materials within the program can be infused in a variety of ways which are presented within the guide. Consumable student materials, which include games, stories, and puzzles, should be purchased for use with the guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a18 *Highway to Work and Play, A: Teacher's Guide for Awareness Level Three, Traveling Together*. McKnight, 1973. 74 pp.

This guide is the third in a series of six which is designed to implement the goals of career development and child development theory in the existing elementary school curriculum. The purpose of the sixteen issues in this guide is for individuals to begin to learn ways that people work and play together. Students will begin to learn that each individual is responsible for his/her own behavior when working or playing, that individuals adjust their behavior to achieve a successful work or play relationship with other people (social interaction), that people plan, organize, and control their behavior when working or playing with other people (self control), and that people use information about their personal behavior and information about the behavior of others when working and playing together. Each lesson guide provides the purpose of the activity, suggested instructional procedure, possible infusion subjects, related activities, and a copy of the students' materials. The materials within the program can be infused in a variety of ways which are presented within the guide. Consumable student materials, which include games, stories, and puzzles, can be purchased for use with the guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a19 *Highway to Work and Play, A: Teacher's Guide for Awareness Level Four, Changing Signals.* McKnight, 1973. 74 pp.

This guide is the fourth in a series of six which is designed to implement the goals of career development and child development theory in the existing elementary school curriculum. The purpose of the sixteen issues within this guide is for individuals to understand the changing world of work and leisure time activity. Students will begin to recognize and identify ways people stay the same and also change through their attitudes, values, responsibilities, interests, skills, and knowledge; how new knowledge and information is used to change work and leisure activities; how new industrial materials, supplies, and equipment are used to change work and leisure activities; how new environments change the ways people work and play; and how money (economic resources) can be used to change the way people work and play. Each lesson guide provides the purpose of the activity, suggested instructional procedure, possible infusion subjects, related activities and a copy of the students' materials. The materials within the program can be infused in a variety of ways which are presented within the guide. Consumable student materials, which include games, stories, and puzzles, can be purchased for use with the guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

a20 *Highway to Work and Play, A: Teacher's Guide for Awareness Level Five, Making Decisions.* McKnight, 1973. 74 pp.

This guide is the fifth in a series of six which is designed to implement the goals of career development and child development theory in the existing elementary school curriculum. The purpose of the sixteen issues within this guide is for individuals to begin to synthesize their knowledge of self-image and community environments to meet personal work and play needs. Students will begin to recognize and identify personal goals and purposes for their life; the purpose of their community and other communities; the purpose of work in their family and community; the purpose of leisure activity in their family and community; and the purpose of learning about work activities and leisure activities. Each lesson guide provides the purpose of the activity, suggested instructional procedures, possible infusion subjects, related activities, and a copy of the students' materials. The materials within the program can be infused in a variety of ways which are presented within the guide. Consumable student materials, which include games, stories, and puzzles, can be purchased for use with the guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a21 *Highway to Work and Play, A: Teacher's Guide for Awareness Level Six, Turning Points.* McKnight, 1973. 74 pp.

This guide is the sixth in a series of six which is designed to implement the goals of career development and child development theory in the existing elementary school curriculum. The purpose of the sixteen issues in this guide is for individuals to begin to explore the relationship of self-image educational environments and the world of work. Students recognize the need to learn about self and the world of work, and begin to recognize and identify the relationship of self to work, of work to formal and informal education, and the need of educational and career goals. Each lesson guide provides the purpose of the activity, suggested instructional procedure, possible infusion subjects, related activities, and a copy of the students' materials. The materials within the program can be infused in a variety of ways which are presented within the guide. Consumable student materials, which include games, stories and puzzles, should be purchased for use with the guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a22 *I Am Loveable and Capable: A Modern Allegory or the Classical Put-Down.* Sidney Simon. Argus Communications.

This kit, which contains a pamphlet, an eight-minute color cartoon filmstrip, a record or a cassette, and a leader's guide, portrays the damage done by put-downs that affect our self-esteem and our outlook on the world in general. The pamphlet, which is easy to read, tells how it takes little effort to make someone feel loveable and capable. The filmstrip expands the story presented in the pamphlet. The message is applicable to all age groups.

Cost: $4.00/10 copies of pamphlet; $7.00/25 copies of pamphlet; $25.00/100 copies of pamphlet; $200.00/filmstrip and record or cassette.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a23 *Introduction to Value Clarification, An.* Educational Relations Department, J. C. Penney Co., Inc.

Appropriate to a diversity of educational levels and situations, this kit is a curriculum outline for introducing value clarification. The kit's materials include posters, overhead transparencies, easy-to-duplicate worksheets, and a clear, concisely written teacher's guide. It's purpose is to start the user questioning and thinking about "What's important to me?" and "What do I value?" The kit's seven units discuss the relations between self and society by exploring personal reactions to: the twenty activities the individual enjoys most; voting; choosing alternatives; ranking values; responding to the stated values of others; and making personal decisions while considering the feelings of significant others. The materials are durable, attractive, and easily transported.

Cost: $10.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a24 *Toward Affective Development (TAD).* American Guidance Service, Inc.

This program is designed to assist students in grades 3 through 6 in self- and social development. Using a TAD kit of innovative materials, the class becomes actively involved in games, simulations, role playing, acting out, modeling, imitating, brainstorming, and group discussion. The program is divided into five sections. "Reaching In and Reaching Out" encourages students to develop an open creative approach to learning and to everyday living. "Your Feelings and Mine" increases students' awareness of feelings and the ways feelings are communicated. "Working Together" helps students learn and practice the skills and attitudes that are basic to working successfully. "Me: Today and Tomorrow" helps students consider their individual characteristics, interests, and aspirations at the same time they are learning about career fields. "Feeling, Thinking, and Doing" gives students opportunities to put their developing skills to work in resolving interpersonal conflicts and in choosing the course of action that's best for them. The kit contains items such as discussion pictures, a teacher's manual, career folders, activity sheets, and various manipulative objects.

Cost: $90.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a25 *Adolescent Experience Series, The.* Guidance Associates, 1973.

This series contains six programs which are designed to encourage junior and senior high school students to make an honest self-appraisal, to help them realize their self worth and identity, and to help provide them with a personal reference point. Each of the programs contains filmstrips, records or cassettes, and a teacher's guide. The first program in the series, *Shaping Identity*, is used to provide a reference point for the remaining programs. The other programs, *Setting Goals, Interpersonal Relations, Understanding Emotions, Developing Values,* and *Forming Beliefs* examine in-depth the issues presented in the first program.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a26 *Am I OK?* Paul L. Phillips and Franklin D. Cordell. Argus Communications.

This program, which consists of a paperback book, thirty spirit masters, and twenty-six posters, presents the basic framework of Transactional Analysis and then translates TA theories into practical exercises. The nine-chapter book describes the theories in a logical, step-by-step progression. The spirit masters present such exercises as "Identifying Ego States," "Knowing Your Parent," "Ulterior Transactions," "Games I Relate Through," "Creative Fantasy," and "Clarifying My Contacts." The 11" x 33" posters are to stimulate discussion on the six themes: "Understanding Your Personality," "Transactions," "Understanding Needs," "Ways of Relating," "Relating through Games," and "Toward Valuing Self and Others." The program can be used in junior and senior high school social studies, psychology, sociology, and language arts classes.

Cost: $34.00/total kit; $4.95/paperback; $15.00/set of 30 spirit masters; $17.50/set of 26 TA posters.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a27 *Career Values: What Really Matters to You?* Guidance Associates, 1974.

This kit which includes five nine to thirteen minute color filmstrips, five 12" lp records or five cassettes, and the teacher's guide is designed to teach students in grades 7 through 12 the concepts and skills needed to apply personal values to career decisions. The materials explore the value of self awareness and those personal, physical and mental needs which receive personal priority: large office versus small office (work environment); security versus own business (chance taking); commitment to people or cause versus self advancement; the day-to-day eight hour job versus free-lancing. The teacher's guide includes teaching and discussion materials and filmstrip script.

Cost: $110.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a28 *Careers: Exploration and Decision.* Jack L. Rettig. Prentice-Hall, Inc., 1974. 120 pp.

This book can be used by junior high and senior high school students who are interested in discovering how to make a good career choice. The eleven chapters discuss the different ways people choose their occupations, the importance of knowing yourself and the world of work, choosing your occupation, and making a living. The document can be used as a resource for students to use individually. Also included is a teacher's guide which explains the basic plan of the book and provides student activities, discussion questions, and suggestions for the teacher for each chapter.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a29 *Careers: Making a Choice.* Doubleday Multimedia, 1970.

This fiften minute 16 mm or super 8 mm color film is designed to stimulate students' thinking about making a career choice. The major thrust is directed toward choosing a career which will be interesting and enjoyable. Students in junior high are urged to consider their hobbies and interests and to relate them to a possible occupation. A brief overview of the general nature of the world of work is given and the importance of work hours, location, salary and ability to relate to people is stressed. A teacher's guide is also included.

Cost: Print purchase–$250.50; Print rental–$23.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a30 *Changing Work Ethic, The.* Guidance Associates, 1973.

This kit contains two color filmstrips, two records or two cassettes, and a teacher's guide. In Part I junior and senior high school students are provided with a framework in which to examine their attitudes towards the work ethic. Part II relates individual attitudes to society, demonstrating the effect the changing work ethic is having on the consumer, on management, and on the worker. This format invites students to examine their values and then to relate them to the broader needs of society. The teacher's guide contains introductory materials, teaching and discussion materials, and filmstrip scripts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a31 *Faces of Man*. Argus Communications.

This kit, which includes a six-minute color filmstrip, a record or a cassette, and a leader's manual, explores the differences in people. This program can be used in language arts and sociology classes in grades 7-14.

Cost: $20.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a32 *Family Living.* Scholastic Book Services, 1975.

Each unit of this kit contains three color filmstrips, three records or cassettes, nine ditto masters for student worksheets, and a teacher's guide. The kits are to be used with students in grades 8 through 12. Unit 1, "The Individual," is designed to help students develop an understanding of self by studying identity, self-acceptance, character traits, and personal goals. Unit 2, "Partners," is presented so students can see themselves in relation to others. The need for friends, making friends, getting along, and thinking about marriage are discussed. Unit 3, "The Family," pulls together the understandings obtained in the previous two units so the students can better appreciate the roles and responsibilities of parents. In each unit the filmstrip-sound presentations are a basis for the work the student does with the worksheet.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a33 *Find Yourself, Then Your Job.* Doubleday Multimedia, 1973.

This fifteen minute, 16 mm or super 8 mm color film is an introduction to the career selection and development process. The overall emphasis in the film is that one must determine his/her values and his/her job satisfactions before selecting a career. The film, which can be used with junior high students, emphasizes several major themes of career development and illustrates these with specific examples: mechanic, forest ranger, hairdresser, shipwright, meatcutter, and dental assistant. A teacher's guide is also included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a34 *Friendly and Hostile,* Argus Communications.

This kit, which includes a filmstrip, a record or a cassette, and a leader's manual, demonstrates how one's friendliness or hostility creates a mood behavior wherever one is or whomever one is with. Students in grades 7 through 14 will see how they can "take charge" of their lives. The filmstrip poses basic questions: What does the world seem like to you? Friendly or hostile? What do you seem like to the world?

Cost: $20.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	●	☐	☐	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

a35 *Generation Gap.* Bobbs-Merrill Company.

This game is based upon conflicts between subordinates and superiors. The design for scoring and playing is rather complicated, but the reading level is suitable for most junior high school aged students through adults. The presentations simulate a relationship between a parent and a teenager in respect to five issues differently important to both. When used in a parent-teenager group, parents play against parents and teenagers against teenagers, although each team is composed of a parent role and a teenage role. Each of the five conflicts contain the necessity for compromise and for mutual appreciation. The winner is the individual player who achieves the best balanced overall score. Hopefully, the game experience will produce greater self-confidence and mastery of interpersonal skills, which will, in turn, lead players to be more sensible and sensitive in their personal relationships with others. There is no direct correlation between the presentation of this game and the world of work.

Cost: $15.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a36 *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else.* David E. Campbell. Argus Communications.

This program, which consists of a well-illustrated paperback book and ten spirit masters, is designed to assist junior and senior high school students in evaluating their inherent talents and weaknesses and developing skills that broaden their options in career selection. The spirit masters include such topics as: skill sheet associating skills; adult interview form; occupational map; structure of the World of Work in personal perspective; and life clock.

Cost: $6.50/total set; $1.95/paperback; $5.00/set of ten spirit masters.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a37 *It's Easy to be Liked.* Anna McGravie. Finney Company, 1974. 69 pp.

This booklet gives junior high students suggestions on what they can do to improve themselves. Throughout the booklet there are short exercises which assist the students in learning about themselves. Topics such as the following are addressed: showing people that they are liked, getting along with others, having models to follow, knowing what you are like, and improving appearance, grooming, personal habits, and manners.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a38 *Junior Guidance Series.* Science Research Associates.

These booklets are designed to help adolescents in their efforts to succeed in school, get along with their families and friends, solve everyday problems, and plan for the future. The emphasis in all the booklets is awareness of personal values, interests and abilities. The booklets are durable and relatively inexpensive. The presentations are easy to read and fairly comprehensive. Each booklet answers the major questions on handling one aspect of the individual's life. Specific topics include: interpersonal relationships; sibling rivalry; career awareness; study habits; taking examinations; smoking and drinking; and reading improvement. Materials would be useful in career awareness activities, prevocational training classes, and social study curriculums.

Cost: Complete set of 15 booklets: list price—$17.54; school price—$13.15.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a39 *Lifeline: Values Education Curriculum.* Argus Communications, 1975.

This program, which is a result of five years of research and development and has been tested in 200 schools, is designed to assist junior and senior high school students in the process of learning to care. "In Other People's Shoes," the first stage of the program, provides various activity cards. Forty-six full color Sensitivity Cards are designed to heighten students' awareness of other people's needs, feelings, and values and to increase students' ability to anticipate how people will act in certain circumstances. Seventy-one full color Consequences Cards help students understand the effects on their own and others' actions. Sixty-three full-color Points of View Cards ask students to identify both sides of a conflict and make a decision about what to do. In "Proving the Rule," a set of five booklets, problems and conflicts that might arise when a student is trying to establish a positive self-identity are presented in situation form. "What Would You Have Done," a set of six booklets, presents significant events that relate to relevant current issues in a personalized manner so students can expand their awareness of how personal values and decisions affect history. "Learning to Care" deals with the rationale of the program and describes tested techniques to provide maximum effectiveness in the classroom.

Cost: $10.00/Sensitivity Cards; $10.00/Consequences Cards; $10.00/Points of View Cards; $7.50/1-4 sets of "Proving the Rule," $5.00/5-10 sets each of "Proving the Rule," $3.75/11 or more sets each of "Proving the Rule"; $6.50/1-4 sets each of "What Would You Have Done," $4.25/5-10 sets each of "What Would You Have Done," $3.00/11 or more sets each of "What Would You Have Done"; $10.00/"Learning to Care."

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

a40 *Me and Jobs.* Dennis Hooker and Almut Fleming. Educational Design, Inc., 1974.

This student workbook is an introduction to career exploration through self exploration. The workbook, which can be used by junior high and senior high school students, contains four main sections. The first section is titled "Me" and deals with exploring self. The second section, "Jobs," covers the areas of ways to explore jobs, where to explore jobs, and what different types of jobs there are. The third section, "Me and Jobs," ties the first two sections together by discussing jobs in relation to the individual person. The fourth section, "Applications and Interviews," describes how to get a job, how to apply for it, and how to interview for it. Each section utilizes various techniques such as brainstorming, self evaluation, peer evaluation, role-playing, conducting interviews, and working with checklists. The administration of the course can be flexible with the instructor working through the entire course or using parts of it. A teacher's guide is also included which provides information about each of the activities.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a41 *Meeting Yourself Halfway: 31 Value Clarification Strategies for Daily Living.* Sidney Simon. Argus Communications.

This program, which consists of a paperback book and thirty-one spirit masters, leads junior and senior high school students to the realization: we are what we do. The program encourages students to identify and examine personal values and lifestyles by using tested methods. Some exercises include: "Two Dozen Things I Love to Do," "Am I Someone Who . . .?," "Coat of Arms," "Values Journal," and "Priorities." All exercises are based on the premise that human growth is an ongoing process. The exercises presented in the book are also provided on spirit masters.

Cost: $18.50/total set; $4.95/paperback; $15.00/set of 31 spirit masters.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a42 *Strike It Rich!* Argus Communications.

This kit, which includes an eight-minute color filmstrip, a record or a cassette, and a leader's manual, can be used with students in grades 7 through 14. It presents questions and statements about values—where they come from, what they mean in our lives, and how they influence our actions. An open-ended approach is used which stimulates discussions on alternatives, the past, present, and future, and the discrepancies between what we value and what we think we value. An old prospector who relates his adventures in the gold and silver mines of the Old West is the subject of the filmstrip.

Cost: $20.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a43 *Student Workbook on Career Awareness and Exploration.* Alleghany County Schools. Belmont, New York. 38 pp.

This workbook is designed to assist junior high school students in gaining a better understanding of themselves and their possible career choice. Several exercises force participating students to consider their attitudes, values, interests, and interpersonal relations as they relate to careers and work. There also is information on social security cards, looking for a job, resumes and letters of application, job interviews and application forms.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a44 *Truth and Consequences.* Argus Communicaitons.

This kit, which includes an eight-minute color cartoon filmstrip, a record or a cassette, and a leader's manual, explores the area of personal responsibility and integrity. The filmstrip speaks to the realization that evading the truth has its consequences and emphasizes the idea that truth or the lack of it plays a very important part in all areas of life. The filmstrip can be used in grades 7 through 14 and is a good source for discussion and creative writing topics.

Cost: $20.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a45 *Value Clarification in Counseling.* Robert I. Havens and Don Sorenson. Educational Media Corporation.

This twenty-seven, 16 mm color film is intended to teach the valuing process to junior high students by applying it to their own lives. The film first presents a classroom setting in which voting questions, rank orders, and a continuum is offered to introduce students to the valuing process and to recruit students for a more intense small group experience. In a small group students learn the valuing process of choosing, prizing, and acting by selecting a value-rich area they would like to share with others. The film concludes as the students plan to take concrete action to give some of the things they value more prominence in their lives.

Cost: Purchase—$345.00 plus postage; 3-day rental—$25.00 plus postage.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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a46 *Why Am I Afraid to Tell You Who I Am?* John Powell. Argus Communications.

This program, which includes a paperback book, forty character cards, two color filmstrips, two records or two cassettes, and a leader's manual, explores how emotions affect our actions and decisions. The book discusses the human condition, growing as a person, dealing with emotions, and mechanisms of defense. The character cards caricature the personality types developed in the book. The filmstrip is a cartoon feature, interspersed with actual photographs. By caricaturing role players and their idiosyncracies, it helps viewers recognize the classic poses that individuals use to hide their real selves from others. The program is suitable for in-class use with students in grades 7 through 14 or in group counseling sessions.

Cost: $55.00/total set which includes ten books; $40.00/filmstrip; $2.95/character cards; $1.95/paperback.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a47 *You Have to Want Something.* Argus Communications.

This kit, which includes a twelve-minute color filmstrip, a record or a cassette, and a leader's manual, encourages students in grades 7 through 14 to think about what they value so they can set goals. This filmstrip grapples with the problems young people face in their search for values and meaning.

Cost: $20.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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10–12 a48 *Making Sense of Our Lives.* Argus Communications, 1975.

This series, which contains three Value Cassettes, seventy-four Value Sheets, and fifteen Process Posters, is intended to assist high school students in their self and social development. Each side of the cassette tapes contains a dramatization in story, music, and/or narration and suggested questions and activities which assist the students in value clarification. Also, for each activity there is a spirit master and teacher suggestions. The Value Sheets are individual value clarification lessons appropriate for whole class use or individual use and can be used in relation to the subject matter and the students' lives and to teach about important life concepts in a nonmoralizing, discovery style. The Value Sheets are periodically updated and can be purchased separately. Each Value Sheet comes as a spirit master or a pad of thirty-five copies with a poster and a teacher suggestion sheet. The Process Posters, a set of fifteen full color, illustrated posters, outlines a humanistic education process. The posters motivate students to respond thoughtfully to experiences, to classroom matters, and to each other.

Cost: $8.00/each Value Cassette, $22.00/all three Value Cassettes; $1.00/each Value Sheet spirit master; $1.50/each Value Sheet pad; $15.00/set of Process Posters.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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a49 *Making the Most of Your Talents.* Guidance Associates, 1976.

This program, which consists of three full-color filmstrips, three records or three cassettes, and a teacher's guide, assists high school students in exploring the nature of "talent." Part I: "What Is Talent?" relates talent to daily experiences and widely shared qualities including imagination, interest, motivation, discipline, and "flair" for doing certain things. Individuals discuss their own unique talents. In Part II: "Process and Progress," individuals describe how they developed their talents. The disciplines required to fully develop a talent is stressed. Ways of measuring and evaluating progress through use of objective and subjective criteria such as: criticism from others, self-criticism, and competitive analysis are also discussed. The importance of having goals based on realistic knowledge of one's abilities, limitations, and potential is stressed. In Part III: "Striking a Balance," there is a discussion of the effects one's talent has on personal values, lifestyles, and inner growth. All case histories help students recognize the concept of "life balance" as a practical criterion for career and personal decision making. The teacher's guide contains teaching and discussion materials and filmstrip scripts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDMA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b1 *It's Up to You.* Vocational Films, 1969. 4–6

This 16 mm or 8 mm sound color film that runs for eleven minutes is designed to assist students in upper elementary, junior, and senior high school learn about the need to work and the nature and quality of work they might find. The film portrays a teenage boy considering the need to work and discusses that work can be a result of an interest or a stop-gap to meet another goal. The boy's vocational conference with his counselor is also shown. A user's guide is also included.

Cost: $150.00 purchase, $15.00 three day rental with user's guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b2 *Interview Strategies for Career Development.* James Conley and Walter Wernick. Argus Communications. K–6

This program, which consists of a paperback book and ten spirit masters, provides elementary and junior high school students with interview techniques and follow-up activities that enable them to gain knowledge of the world of work and at the same time sharpen their ability to think and express themselves clearly. Skills developed in this process are: inquiry—students learn to listen, respond, gather, and analyze data; communication—interviews, panel discussion, etc. give students practice in organization and expression; values clarification—learning about work helps make explicit the values that go into career selection; and decision-making—understanding how others have made career choices helps students evaluate their own attitudes, abilities, and interest to make thoughtful decisions. The book presents the process and the spirit masters provide various forms and outlines.

Cost: $9.50 total set; $5.95, paperback; $5.00 set of ten spirit masters.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b3 *ABC's of Getting and Keeping a Job.* The Eye Gate House, Inc., 7–9

This program, which contains eight filmstrips and four cassettes, presents to students in grades 7 through 14 information needed to obtain work and to remain on the job after being hired. Emphasis is placed on learning the world of work vocabulary. Topics include: obtaining a social security card and working papers, organizing a weekly budget, learning the role of labor unions, and remembering health and safety considerations on the job. The short time span required and the easy-to-understand manner of presentation makes these programs useful for visually-oriented students in conjunction with classes in vocational guidance, occupational education, basic adult education, work experience information, and social studies.

Cost: Total set $79.50, each filmstrip $7.50, each cassette, $5.95.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b4 *Better Choice, Better Chance: Selecting a High School Program.* Guidance Associates, 1975.

This kit, which includes two color filmstrips, two 12" lp records or two cassettes, and a teacher's guide, is designed to help students in grades 8 and 9 select high school courses and, as interests and abilities change, to evaluate these initial course selections. Part 1 introduces the distinctions among vocational, academic, and general courses and discusses the decision making process based upon individual interests and abilities. Part 2 presents three senior students discussing what their plans had been in junior high school and the decisions they actually made during high school. Mini-courses, contract learning, and work-study programs are also discussed. The teacher's guide includes teaching and discussion material and filmstrip scripts.

Cost: $48.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b5 *Career Decisions: An Activity and Simulation Program for Middle School Classrooms.* Richard H. Johnson. Life Career Consultants.

This tested program assists junior high school students in understanding the educational, occupational, and personal aspects of their lives so that their decision-making will be smoother and more rewarding. The kit includes charts to give students a visual overview of the decision making process, a simulation to provide students an opportunity to make decisions, and activity cards containing specific directions for conducting the activities. The program is best used as a classroom activity, but can also be used in groups of twelve. It can be presented by one teacher or by a group of teachers and guidance personnel.

Cost: $35.00 per kit, $3.00 consumable items refill.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b6 *Career Development Program, The.* The Science Research Associates, 1976.

This program is designed to assist individuals, in grades 8 through adult, to understand themselves, their career needs, and their capabilities. The two major parts of the program, the "Career Planning Notebook" and the "Career Development Inventory," may be used independently or together for a complete career guidance program. The "Career Planning Notebook" takes the individual through self-assessment, an overview of the world of work, career investigation, broad planning, and decision making. The "Career Development Inventory" pulls together specific information about the student. It contains a Personal Data Form; a brief survey of school and non-school experience, attitudes, plans, and achievements; and the Kuder Career Interest Survey. The inventory is easy to administer and requires about fifty minutes to complete. Other components of the program include the "Program Guide" which provides suggestions for use of the program in a variety of settings; the "Career Development Profile" which is a computerized report based on the responses to the "Career Development Inventory"; and the "Interpretive Leaflet" which helps students interpret their own profiles and later use this information for educational and career planning.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b7 *Career Directions: Staying with It and Getting Ahead.* Mafex Associates, Inc.

This kit consists of thirty student reading and activity workbooks, two cassettes, two filmstrips, and a teacher's manual. The materials help students define their career goals and expectations, and develop guidelines and perspectives for achieving these goals. The kit is designed for use with junior and senior high school students, but the instructor should review the student's reading level before recommending the materials for individual study. The materials may be used on a group basis within a traditional classroom setting or may be developed into modules for independent study. The kit presents realistic situations which occur in the world of work through a series of filmed interviews with people employed in a variety of jobs. The teacher's manual includes a copy of the text, discussion questions, suggestions for incorporating the materials into existing curriculums, student follow-up activities, and a matrix that matches the selected occupations in the filmstrips to the United States Office of Education career clusters.

Cost: $77.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b8 *Career Planning Program, Grades 8-11.* Houghton Mifflin, 1974.

This program, which was developed and nationally normed by the Research and Development Division of the American College Testing Program, is to be used with students in grades 8 through 11 in career planning. The materials included are (1) a student guidebook written in straight forward language which contains information and motivating exercises dealing with self-assessment steps in career planning, job families, and educational programs and emphasizes career planning, (2) an ability measurement which determines students' aptitudes in mechanical reasoning, numerical skills, space relations, reading skills, language usage, and clerical skills, (3) an answer folder for the test, (4) a student report which is returned to the school from the scoring service and merges the ability, interest, and experience measures into a single document and relates them to job clusters and job families, (5) a user's guide which provides an overview of the rationale and general characteristics of the program; descriptions of the components, options for test administration, and scoring procedures; full normative data, and other information essential to a thorough understanding of the program; suggested lesson plans, appendixes of descriptions of career guidance resources and activities, and transparency masters. The program may be used by individual students or as a unit in a class. It could be used by a student more than once.

Cost: Handbook–$3.00. Supervisor's Manual of Instructions–$0.60, Booklet 1: Exploring (pkg. 35)–$21.75, Booklet 2: Ability Measures (pkg. 35)–$21.45, Answer Folder (pkg. 35)–$7.35, Scoring Service (min. charge per student .45)–$0.90.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b9 *Careers: Opportunities for Training.* Doubleday Multimedia, 1973.

This fifteen minute, color film points out that our society has equated success with graduation from a four year college or university. The film shows four different types of training opportunities: regional occupational centers, trade colleges, armed forces training schools, and factory trade schools. A teacher's guide is also included.

Cost: Print purchase–$210.50, Print rent–$21.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

b10 *Decision Making for Career Development.* Don H. Parker, Shelby W. Parker, and William H. Fryback. Science Research Associates, 1975.

This program, which contains four audio-cassette tapes, thirty Student Response Booklets, and one program guide, is designed to provide a series of role playing situations which will enable students in grades 8 through adult to analyze decisions and the decision making process, especially in relation to careers. The tapes contain narration for one model session and nine role playing sessions; the student booklets provides a means of follow-up to the role playing sessions; and the program guide provides rationale and procedures for the program. The program can be used in social studies, psychology, and communication classes.

Cost: Complete kit, list price–$66.67, school price–$50.00. Additional package of thirty Student Response Books–List Price–$19.94, School Price–$14.95. One set of four cassettes in binder–List Price–$50.67, School Price–$38.00. Program Guide–List Price–$1.00, School Price–$0.75.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b11 *Exploring Careers through Occupational Situations.* Appalachia Educational Laboratory, Inc., 1976.

Designed as a career exploration tool for junior and senior high school students, this booklet discusses the two categories of job situations that require adaptive skills. The first category relates to management policies and procedures such as job regulations, interpersonal relations with co-workers, and the physical working environment. The second category relates to the nature of the occupation, such as the variety of tasks performed, the amount of public contact required, and the amount of time pressure. Students, using this booklet, consider their personal reactions to each of the presented job situations and rate themselves on a checklist included in the booklet. The four worker traits each student rated most positively are located in the *Supplement to Guide for Exploring Careers through Worker Traits*. If the expanded explanation of this trait continues to interest the student, the student may refer to the *Guide for Exploring Careers through Worker Traits*, or *Guide to Occupational Information Indexed by Worker Trait Groups*, for additional information. This booklet requires a great deal of instruction for the student to use without direct supervision. Access to one or more of the above mentioned career resources is also needed. The book might be used in a professional library, by a new counselor or teacher, as a study aid on worker traits. The book is a portion of a well organized and thoroughly researched occupational information filing system. The materials are a precursor of the upcoming version of the DOT and OOH.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
			●	●					●			●	●								●						

b12 *Feelings and Thoughts.* Argus Communications.

This kit, which includes an eight-minute color cartoon filmstrip, a record or cassette, and a leader's manual, emphasizes that we must learn the differences between feelings and thoughts so that we understand our decision-making process. The filmstrip examines many aspects of human actions that go into making choices and delineates some of the methods we use to "think through" and "feel out" problems. This filmstrip can be used with students in grades seven through fourteen.

Cost: $20.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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* b13 *Getting Applications Right.* Scholastic Book Services.

This teaching guide introduces junior and senior high school students to the common day-to-day paperwork of the world of work. An overhead transparency and ditto master are supplied for each form. Driver's license, employment, credit card applications, mail order blanks, and the common banking materials are some of the forms included. The materials are also to acquaint the student with the terms and vocabulary common to the world of work. The introduction recommends ways the instructor can incorporate these materials in the regular curriculum. This is a relatively inexpensive source of forms for teaching basic employment readiness skills and survival from the world of work's day-to-day paperwork.

Cost: $4.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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* b14 *How You Can Get a Better Job.* American Technical Society.

This book offers advice on dealing more effectively with human relations in a business situation. The reading level is suitable for students in junior high school through adult education. The text is well written, easy to understand, and handled in a humanistic manner. The personal qualities that are necessary to individuals seeking advancement, as well as suggestions for developing those qualities are discussed. The book deals with potential mistakes and how to avoid these pitfalls. The book would make good supplementary reading material for self-awareness development, prevocational training, and work experience classes.

Cost: List price–$4.00, School prices–20% off list.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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* b15 *Job Finding Kit.* Vocational Curriculum Management Center.

This kit addresses itself to the problems of job hunting. The reading level is suitable for junior high school students through adults. Self-appraisal, career awareness, preparing a resume or letter of application, sources of job information, and handling a job interview are topics examined and discussed in the text. The content is suitable for immediate use or for future reference. The brochure could easily be incorporated in prevocational training and work experience classes. As a ready reference source, the brochure is an asset to any job hunter.

Cost: $0.25 per copy.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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b16 *Job Hunting: Where to Begin.* Guidance Associates.

This program, which contains two full-color filmstrips, two records or two cassettes, and a discussion guide, clarifies students' understanding of employment sources while helping them build self-confidence. It explains the various types of employment agencies, the role of the job counselor, civil service exams, and how to answer want ads and handle job interviews to junior and senior high school students. The discussion guide provides teaching and discussion materials and filmstrip scripts.

Cost: $48.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b17 *Job That Goes Someplace, A.* Guidance Associates, 1970.

This kit includes two nine minute color filmstrips, two 12" lp records or two cassettes, and a teacher's guide and is designed to show junior and senior high school students how they can get ahead on the job by having the proper attitude and personal qualities. In an innovative use of graphics, the filmstrip presents, without moralizing the idea, that it is wrong to end up in a dead-end job. The teacher's guide includes introductory materials, suggested discussion questions and activities, and filmstrip scripts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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* b18 *Jobs in Your Future.* Scholastic Book Services.

This book answers many basic career awareness questions of interest to junior and senior high school students. Articles on searching for a job, filling out an application, writing letters, conduct on the job, and six short introductory articles about selected careers in the literary, scientific, mechanical, clerical, out-door, persuasive, social science, and artistic fields are included. One section of the book includes suggestions for part-time and summer employment. The instructor has the option of using the book as a consumable workbook, or by reproducing the student exercises, as reading material only. This book is an inexpensive source of career information.

Cost: $0.90.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

b19 *Let's Get Organized.* Argus Communications.

This kit, which includes a ten-minute color filmstrip, a record or cassette, and a leader's manual, helps students in grades 7 through 14 recognize the importance of organization, encourages them to find out more about the discipline and mechanics of organization and its relationship to freedom, and helps them appreciate how essential it is to life. The adventure story of a mountain climbing expedition is the backdrop for this filmstrip.

Cost: $20.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	●	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

b20 *National Guidance Handbook, The: A Guide to Vocational Education Programs.* Science Research Associates, 1975. 531 pp.

This document contains information about the vocational education programs offered in secondary and post-secondary schools and is written to the high school student. The handbook provides information on requirements for entering the various programs, the types of courses in the programs, and jobs which the courses prepare one to enter. Prior to the description of the programs, a brief discussion of a worker in that field is provided to aid the student in picturing the type of job a person in that program is working for and to assist the student in taking a closer look at his or her career goals. Also included in the handbook is an introduction which gives a brief description of the trends in vocational and technical education.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b21 *Opportunity.* Scholastic Book Services. 1975.

This kit, which contains eight filmstrips, eight records or cassettes, thirty student logbooks, and a teacher's guide with annotated workbook pages and scripts, is designed to provide students in grades 9 through 12 with actual practice in employment activities and procedures. In the first filmstrip students are asked questions which they might encounter on a job interview. The next five filmstrips provide information on fifteen careers. Another filmstrip provides information on problem solving. In the last filmstrip the students are asked questions to determine how much they have learned throughout the unit. The student logbooks are to be used along with the filmstrips.

Cost: $169.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b22 *Planning Your Career.* General Electric Company, 1971. 18 pp.

This booklet briefly explains how high school students can be prepared for any career direction by having a wide education base. It explains how knowledge in communications, mathematics, science, social studies, and foreign languages can be helpful when preparing for a career. There is also a brief description of some planning suggestions for major career fields.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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b23 *Roles and Goals.* Argus Communications.

This kit, which includes a six minute color filmstrip, a record or a cassette, and a leader's manual, explores the question of which comes first, the role or the goal, and how one affects the other. The filmstrip concentrates on presenting diverse ideas that help students in grades 7 through 14 formulate their own answers and guidelines. It can be used in group counseling sessions and classes in communication arts and psychology.

Cost: $20.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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b24 *Start Getting That Job Now: A Vocational Guidance Handbook.* Daisy Farrell. Memphis Schools. 26 pp.

This booklet provides information to students in grades 7 through 14 concerning obtaining and maintaining a job. It is written towards the students and provides information on topics such as learning about job fields and their future, preparing for an interview, interviewing, completing a job application form, understanding possible reasons for being turned down for a job, maintaining appearance and action on the job, managing money, and learning about unions.

Cost: $3.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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b25 *Story of Who: How Who Develops His Career.* Robert Carkhuff and Theodore Friel. Human Resource Development Press, 1973. 62 pp.

This book presents to junior and senior high school students various phases of the career development process. The comic book format takes the student and the character "Who" through activities that help one explore various career options, and narrow the options down. Throughout the book, the idea of internship or hands-on experience is presented. Within the book, there are numerous exercises in which the student explores his/her own career choices in relationship to self.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b26 *Story of Who: How Who Finds His First Job.* Robert Carkhuff and Theodore Friel. Human Resource Development Press, 1973. 48 pp.

This book presents to junior and senior high school students various phases of the career development process. The comic book format takes the student and the character "Who" through activities that give pointers on planning a career, narrowing a career, programming a career, and practicing the program (hands-on experience). Within the book there are numerous exercises in which the student explores his/her own career choices.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

b27 "Toward Matching Personal and Job Characteristics," U.S. Department of Labor, 1975. Reprinted from *Occupational Outlook Quarterly*. 18 pp.

This pamphlet mainly consists of a chart which takes twenty-five occupational characteristics and matches them with 282 occupations chosen from the 1974-75 *Occupational Outlook Handbook*. The chart reflects information obtained from research conducted in the development of literature of job characteristics. This chart is designed as an exploratory tool in helping young people and their counselors pair personal traits with those usually associated with an occupation or group of occupations. This pamphlet could be used with students in grades 7 through 14.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b28 *What to Do After High School.* Charles G. Spiegler and William B. Reiner. Science Research Associates. 75 pp.

This book helps students in grades 9 through 12, not interested in college, look at their abilities, interests, and achievements in relation to the world of work and their entry into it. Information is provided on ways to enhance employment opportunities: on the job training, apprenticeship, public and private vocational schools, technical institutes, community colleges, and armed forces. Case studies, sample letters, and worksheets are also provided.

Cost: $4.14, list price; $3.10, school price.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

10-12 b29 *18 Almanac: A Handbook for Leaving High School, 1975.* Approach 13-30 Corp., 1974.

This magazine is published annually to aid students in grade 12 in the transition from high school to higher education or a job. A large portion of this publication concerns itself with attending college. Another major part of the magazine discusses planning and preparing for a career. Smaller portions of the magazine cover such topics as the military, automobiles, job hunting, civil service, financial matters, body care, and sound system. The subject matter may vary according to the issue.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b30 *Applying for a Job: Self-Study Guide for Students.* Patricia Mink Rath, Ralph E. Mason, and Lloyd S. Phipps. Interstate Printers and Publishers, 1968.

This 4" x 6" card set is designed to assist students to learn quickly and easily some of the skills, knowledges, and attitudes necessary for getting a job. Questions are printed on the front of each of the cards and the correct answers are on the other side. The students may use the questions to: learn certain fundamentals involved in applying for a job, check their knowledge of job application procedures before starting an employment interview, review between job interviews, study before an examination or an actual job interview, or use as a learning game with other students. This set may be used to supplement instructional discussions and student projects.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b31 *Art of Developing a Career: A Student's Guide*. Robert Carkhuff and Theodore Friel. Human Resource Development Press, 1974. 237 pp.

This guide is a tool which aids junior and senior high school students in their career development. The theme of the guide is that the phases of career development are the same as the phases of life development. First, students are aided in expanding their career alternatives. Next, the students are aided in narrowing their career alternatives and making a career choice. Third, the students are assisted in developing a career program to act on their career choice. Lastly, the students are shown how their career development relates to their life development. There are 100 exercises throughout the guide which help the students understand the process of career development, and develop their career plans at the same time. Each of the five chapters begins and ends with a graphic preview and review of what is to take place in that chapter. A cartoon character is portrayed throughout the guide to help tie the topics together. *Art of Developing a Career: A Helper's Guide* is designed to be used in conjunction with this guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b32 *Avoid Being Unskilled: Practical Skills for the Job Seeker*. Stan Gutowski and Dave Hanks. Alleghany County, New York, 1975.

This program is designed to provide students in grade 12 with the practical skills needed to find a job. The teacher's edition provides an outline on how to conduct the program which is designed to cover three days at seventy-five minutes per day. The first session covers the personal interview and self-awareness techniques. The second session covers completing an application blank, writing a resume, writing a cover letter, what to look for in a job, and how to make job contacts. The third session deals with preparing for and going on a job interview. Appendices to the guide provide materials which are contained in the student edition. These include sample forms and worksheets.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b33 *Be Informed on Finding a Job*. Stephen Ludwig. New Readers Press, 1975. 40 pp.

This workbook is designed to aid students in obtaining a job. The following eight topics are discussed: choosing a job, understanding the state employment service, learning where to look for work, applying for a job, interviewing for a job, explaining job skills, answering problem questions, and knowing factors which influence a job choice. The workbook contains fifteen pages of exercises which relate to the topics covered.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b34 *Bridging the Gap: A Selection of Education-to-Work Linkages.* Richard L. Ferrin and Solomon Arbeiter. College Entrance Examination Board, 1975. 68 pp.

This publication is a report of a project that concentrated on the linkages that exist to facilitate the transition between school and work. It describes twenty-six operational linkages currently in operation in the United States. The linkages are classified on a continuum according to the degree of the linkage's separation, communication, participation, substitution, and integration. The twenty-six linkages are described in the form of abstracts which include: title, location, contact persons, specific problems that program is intended to address, intent of program, description of program, education level and type, how and when established, organizations involved, finding and impact. This report may prove useful to career education practitioners by giving them specific "how to" insights in developing and operating programs needed by students.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b35 *Career Choice: A Lifelong Process.* Guidance Associates, 1976.

This program, which contains two full-color filmstrips, two 12" lp records or two cassettes, and a teacher's guide, is designed to assist individuals in understanding career choice is a progress. Part I studies factors that determine the relative importance of work, and identifies "exploration," "building," and "maintenance" as career phases most people go through. Part II provides four documentary interviews which show how the concepts in Part I function in people's lives. Case histories investigate aspects of job satisfaction, changing career goals, and expectations in the 1970's. The teacher's guide provides teaching and discussion materials and a filmstrip script.

Cost: $48.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b36 *Career Choice and Career Preparations.* William Schill and Harold Nichols. Interstate Printers and Publishers, 1970. 300 pp.

This self-instructional document is designed to provide answers to senior high school students' questions about occupations and educational programs. On each page there is a question and a list of answers. The answer selected directs the student to the page with the desired information.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b37 *Career Decision Making.* John D. Krumboltz and Don L. Sorenson. Counseling Films, Inc.

This 16 mm color film is twenty-seven minutes and designed to help people learn how to make wise career decisions. The film presents how a group of high school students learn the decision making process through individual and group counseling. The students are guided through eight decision making steps and demonstrate how the resulting skills can be applied to other decisions.

Cost: Purchase–$345.00 plus postage, 3-day rental–$25.00 plus postage.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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* b38 *Career Decisions: Finding, Getting, and Keeping a Job.* Educational Relations Department. J.C. Penney Company, Inc.

The purpose of this kit is to make the high school students aware of the many influences effecting a job choice. The kit includes transparencies, filmstrips, a teacher's manual, worksheets, and a phonograph record. The kit's stated goal is vocational maturation based upon self-understanding, possession of adequate, current job information, and career opportunity awareness in the world of work. Opportunities for role playing and developing job readiness skills are an integral part of the format. All materials and worksheets are well organized and easy to reproduce. In classroom situations where the use of a record is awkward, the instructor may wish to tape the audio portion. The teacher's manual promotes teacher involvement in career decision programs, and offers many sources for additional information and suggestions for curriculum incorporations. Materials are applicable to work experience education, elementary psychology, applied marketing, family living, and social studies.

Cost: $13.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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* b39 *College Game.* Dr. Ronald Short.

This game takes a simulated student through the first two weeks of college. Its purpose is to introduce high school students or college freshmen to college life styles and the types of pressures college students face. Three players, each representing either academic, social, or personal interests, make decisions on dividing one simulated student's time by striking bargains with the other two players. The balance of the academic, personal, and social hours can be converted to grades at the end of the game. The simulated student, rather than the players, wins or loses. Each game requires two to three hours to complete. The game assists the players to assess their own current values and time usage. It is also useful as a stimulating device for creative counseling of future college students.

Cost: $10.00 per game for three players; $30.00 per set for fifteen players.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b40 *College Survival.* Science Research Associates.

This book presents the problems and adjustments facing many college-bound students. It is designed to help the student choose a career and be successful in achieving a college education. The book is suitable for use in a college orientation class or on a conscientious, do-it-yourself basis. The examples given by the author are usually extreme cases, which may tend to stereotype the solutions in the reader's mind. Open-ended discussion questions are presented at the end of each section, but the author limits the solutions by giving a "correct" answer.

Cost: $3.16.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b41 *Coping in the World of Work: Practice in Problem Solving.* Robert E. Campbell, George A Wynn, and Robert M. Ransom. The Center for Vocational Education, 1976.

This unit, which contains an instructor manual, student guides, filmstrip/cassette, transparencies, and masters of consumable items, is designed to aid students in grades 11 through 12 acquire coping skills to facilitate their transition from school to work. After completing the tested unit, students will be (1) acquainted with the various work entry and job adjustments problems they might encounter, (2) familiar with the five-step problem solving approach, (3) able to apply the problem solving approach to real life simulated practice problems and to real problems outside the classroom. The unit is designed to be implemented in ten to thirty class periods.

Cost: Approximately $100.00. Available late 1976.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b42 *Deciding.* H. B. Gelatt et al. College Entrance Examination Board, 1972. 45 pp.

This booklet consists of three units that contain activities and exercises designed to present decision making principles to students in grades 7 through 9 which they can apply directly to their life choices. This program, which was field tested with 1,200 students, provides information on the importance of values in decision making, how to gather information before making a decision, and the various strategies involved with making a decision. Within each unit there are activities which aid the students in the decision making process. A companion piece, *Deciding: A Leader's Guide*, provides information on how to use the materials. The program can be covered in a minimum of fifteen days or it can be expanded to forty-five days.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b43 *Decisions and Outcomes.* H. B. Gelatt et al. College Entrance Examination Board, 1973. 48 pp.

This tested guide is a program intended to aid high school students, college students, and adults in the decision making process. This book and its companion publication, *Decisions and Outcomes: A Leader's Guide*, presents a course of study in the development and application of decision making skills. The program can serve as a framework for a course in decision making, as a major component in guidance and counseling programs or as a part of subject areas such as English, history, human relations, drug education, and health education. The program is divided into the following four sections. "The Starting Point" introduces decision making and provides a review of the individual's familiarity with the decision making process. "The Deciding Self focuses on reorganizing one's values and learning to establish clear objectives from them. "Before Deciding" stresses the importance of gathering and evaluating information, identifying alternatives, learning about personal risk taking, and developing strategies in the decision making process. "Applying Skills" provides a wide variety of exercises that present the opportunity to make decisions about jobs, educational objectives, careers, family relations, college, and resolving value conflicts. Within each section there is a variety of exercises to be completed by the students. The materials can be covered in a minimum of fifteen days or the program can be expanded to forty-five days.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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K 4	4 6	K 8	7 9	10 12	13 14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b44 *Differential Aptitude Tests Career Planning Program, The.* The Psychological Corporation.

This program consists of the *Differential Aptitude Tests, Career Planning Questionnaire*, and the *DAT Career Planning Report.* Students' responses to the *Differential Aptitude Tests* and the *Career Planning Questionnaire* are sent to The Psychological Corporation scoring service. A computer compiles the *DAT Career Planning Report* which contains a comparison of the students' occupational preferences with the level and pattern of their DAT scores, their favorite subject and activities, and educational plans. Two copies of this report along with a profile of DAT scores are sent to the school. The program provides an objective report to the students, counselors, and parents on which students can plan.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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K 4	4 6	K 8	7 9	10 12	13 14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b45 *Educator Package: U.S. Army Career and Education Information Center.* U.S. Army, 1975.

This comprehensive career guidance reference tool presents a wide range of vocational and educational career development opportunities in the U. S. Army. However, it is more than just a compendium of what the Army has to offer in that it covers many aspects of the civilian world of work as well. The package contains a well illustrated guide with on-the-job photographs and a career description section. The guide is published in two editions—one for counselor use and one for student use. These volumes are accompanied by an audiovisual supplement that contains twelve 35 mm sound filmstrips, based upon on-the-spot interviews, with actual army enlistees. The guide is in ring binders for easy periodic updating. The purpose of the package is to broaden the user's understanding of occupations and career opportunities in the Army and the civilian work force.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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K 4	4 6	K 8	7 9	10 12	13 14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b46 *Edventure–Lifelong Learning Simulation (Grade 10-College and Adult).* Abt Publications.

This kit is a role-play simulation in which thirty to forty-five people can play. Fifteen different characters are engaged in the pursuit of higher education. These characters interact with fifteen different institutions of higher education, ranging from Ivy University to OmniMedia Network to Jack of All Trades School. Factors determining enrollment are goals and interests in Role Profiles, available funds or unused federal education vouchers, the match between given learning type and nature of course selected, and a small element of chance.

Cost: $60.00, $3.00 shipping and handling.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b47 *Effective Personal and Career Decision Making.* Karl Bartsch, Elizabeth B. Yost, Kristen W. Girrell. Westinghouse Learning Corporation, 1975.

This activity-based text-workbook combines readings, exercises, worksheets, charts, and tables to teach decision making skills to high school students. Each chapter of the book specifies learning objectives, presents concepts and definitions, and provides exercises to assist the student to plan, prepare for, and select a life style suitable to his/her needs. The chapters are entitled: Making Effective Decisions, Clarifying Your Beliefs and Values, Challenging Your Constraining Beliefs, Identifying Your Interests, Assessing Your Abilities, Selecting Your Goals and Making Plans, Anatomy of a Decision, Taking Charge of Your Life, Setting Objectives and Observing Your Progress, and Selecting or Altering Your Environment.

Cost: Text-workbook–$14.50, Class size set of 20 text-workbooks–$270.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b48 *Employment Handbook.* Carroll County (Virginia) High School, 1971. 63 pp.

This booklet is designed to assist students in grade 12 as they prepare for employment considerations. The booklet is divided into eight chapters and covers such topics as career planning, labor laws and school policies on students working, job hunting, applying and interviewing for a job, apprenticeships, continuing and postsecondary education, and working on the job. The booklet is informative and concise and can be used in any area even though there are specific references to the Hillsville area.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b49 *Final Report: Achieving Career Awareness.* Mary Arno Beatrice. Boothbay (Maine) Region High School, 1975. 13 pp.

This is a report of an English course that was taught for half a year to increase students' speaking ability, to foster their self-confidence, and to extend their awareness of the job market. The mimeographed report includes the objectives, the learning aids, the class activities, results of students' visits to places of employment, and the evaluation of the program. This report would aid teachers and counselors who have, are, or will be in charge of a course of this nature.

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K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b50 *Finding Your Job, Volume V, Unit 3, Revision B.* Finney Company, 1975.

This booklet describes twelve different jobs and is designed to be used by senior high school students who have special learning problems and are exploring various jobs. The booklet is to be used with *Finding Your Job Workbook*. The following information is given about each job: the kind of job it is, what the job pays, how the job got its start, what to expect, working on the job, working hours, what a worker must be able to do, what a worker must be like, schooling needed, money needed before starting work, good and bad things about the job, the future of the job, groups to join related to the job, helpful subjects in school, things to do at school related to the job, ways to get the job, books to buy about the job, movies about the job, questions concerning the job, what words associated with the job mean. An alphabetical index and a cluster index are also included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b51 *Finding Your Job Workbook.* Finney Company, 1974. 72 pp.

This career planning workbook is designed to be used by senior high school students who have special learning problems. This workbook is to be used in conjunction with *Finding Your Job*, and *Teacher's Manual–Finding Your Job Workbook.* Each worksheet contains an explanation of the topic to be covered and exercises to be completed by the student. The exercises deal with such topics as: discovering what kind of job the student desires, the kind of job it is, what the job pays, how the job got its start, what to expect on the job, working hours, what a worker must be able to do, what a worker must be like, schooling needed, money needed before starting work, good and bad things about the job, future of the job, labor unions, subjects and activities in school that can be helpful, ways to get a job, how to complete an application form, things to do before looking for a job, and things to do after a job is obtained.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	☐	☐	☐	●	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐

b52 *Get a Job.* Robert Carkhuff et al. Human Resource Development Press, 1975. 178 pp.

This book is designed to assist individuals obtain the job in which they are interested. These materials can be used by senior high school and post-secondary students who are beginning, improving, or altering their career choice. The book is divided into six chapters. Chapter 1 provides a detailed introduction to the book. Chapters 2 and 3 aid the individual in gathering valuable information about himself/herself. Chapter 4 describes how to develop a complete job list which will put the person in touch with a maximum number of possible employers. Chapter 5 presents how to develop a complete application which includes a persuasive resume and a personal "cover" letter of application. Chapter 6 provides information on how to master specific skills needed to control each personal job interview. Throughout this book there are exercises which the individual needs to complete to make the experience worthwhile. It will probably take several days for the student to complete the materials and master the skills presented.

GRADE LEVEL	K-4 ☐	4-6 ☐	K-8 ☐	7-9 ☐	10-12 ●	13-14 ●
SPECIAL POPULATIONS	W ☐	M ☐	E ☐			
CHARACTERISTICS OF DOCUMENT	P ●	A/V ☐	M ☐			
CAREER GUIDANCE DOMAINS	SIR ☐	CPDM ●	LR ☐			
PROCESS	P&I ☐	CDNA ☐	T&I ☐	RA ☐	PO ☐	E ☐
CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES	CGP ●	C ☐	FU ☐	FT ☐	P ☐	
SUPPORT	SD ☐	CR ☐				

b53 *Getting a Job: Poster Series.* Jane F. White and Glenn Pearce. Weston Welch Publisher, 1969.

The eighteen 11" x 14" black and white posters are written to primarily help terminal students, who have few skills and little insight into the world of work, with obtaining a hob. Hints and guidelines about finding satisfying work, rating personal skills, and evaluating companies are given. Half of each of the posters contains a sketch which relates to the narrative on the other half. The narrative which is written to the student covers such topics as surveying the job market, rating self, studying companies, salaries and benefits, advancements, measuring skills and needs, writing a resume, preparing work samples, writing letters of application, asking permission for references, interviewing, follow-up an interview.

GRADE LEVEL	K-4 ☐	4-6 ☐	K-8 ☐	7-9 ☐	10-12 ●	13-14 ☐
SPECIAL POPULATIONS	W ☐	M ☐	E ☐			
CHARACTERISTICS OF DOCUMENT	P ●	A/V ☐	M ☐			
CAREER GUIDANCE DOMAINS	SIR ☐	CPDM ●	LR ☐			
PROCESS	P&I ☐	CDNA ☐	T&I ☐	RA ☐	PO ☐	E ☐
CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES	CGP ☐	C ☐	FU ☐	FT ☐	P ☐	
SUPPORT	SD ☐	CR ☐				

b54 *Help Yourself to a Job, Part I.* Yvette Dogin. Finney Company, 1974. 71 pp.

This workbook is designed to assist senior high school students who have special learning problems in preparing for, securing, and maintaining a job. Each worksheet contains a brief explanation of the topic being covered and exercises to be completed by the student. Such topics as the following are covered: knowing yourself, reasons for working, how to complete a job application, where to look for jobs, how to write a letter of application, labor laws, preparing for an interview, rating done by supervisor, how to hold a job, changing jobs, giving notice, reading and obeying signs.

GRADE LEVEL	K-4 ☐	4-6 ☐	K-8 ☐	7-9 ☐	10-12 ●	13-14 ☐
SPECIAL POPULATIONS	W ☐	M ☐	E ●			
CHARACTERISTICS OF DOCUMENT	P ●	A/V ☐	M ☐			
CAREER GUIDANCE DOMAINS	SIR ●	CPDM ●	LR ☐			
PROCESS	P&I ☐	CDNA ☐	T&I ☐	RA ☐	PO ☐	E ☐
CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES	CGP ☐	C ☐	FU ☐	FT ☐	P ●	
SUPPORT	SD ☐	CR ☐				

b55 *How Not to Blow a Job Interview.* U.S. Army. 8 pp.

This colorful booklet briefly describes what a person should do prior to a job interview. Such areas as knowing yourself, writing a resume, and knowing the company are discussed. This document can be used by students who are searching for full or part-time employment.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	●	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐

b56 *How to Choose Your Work.* Elna Stone. Bruce Publishers, 1974. 64 pp.

This book is written to aid high school students in making their career choice. Throughout the book narrative portions are followed by paper and pencil exercises. "Part 1: What Do You Want to Do?" describes various types of goals and asks students to give their ideas of goals, try to decide what their goals are, and test themselves on whether they would want to work with people, things, words, or numbers. An explanation of the test is provided and students are asked to explore their interests further, and are told how they can increase their interests. "Part II: What Can You Do?" describes aptitudes, skills, experience, education, and personal qualities. Each of these descriptions is followed by an exercise in which the student personally explores the topic. "Part III: Kinds of Work Available to You" describes job classifications and the outlook for the future, and asks students to explore work opportunities. Problems of special groups, i.e., women, handicapped persons, special age groups, are presented and students are asked to respond to questions concerning employment of these groups. A worksheet for working out a vocational plan is also included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	☐	●	☐	●	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

b57 *How to Find and Apply for a Job.* John A. Kushner and Helen Keily. South-Western Publishing Company, 1975. 69 pp.

This provides suggestions and recommendations to the reader on knowing himself or herself and knowing the job-getting techniques recommended by employers and researchers in the field. The booklet is divided into six chapters which cover the following topics: preparing a personal inventory, seeking job opportunities, writing a letter of application, preparing a letter of application, completing an application form, interviewing and following-up the interview. The approach of selling yourself is taken. The booklet might be helpful to students seeking employment.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	●	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

b58 *How to Get a Job.* Elna Stone. Bruce Publishers, 1969. 74 pp.

This book is written towards the individual who is seeking a job. The material is arranged in such a way so that an individual can look at chapters pertinent to him/her. Each of the chapters contains narrative and questions and activities which prepare the individual for such events as finding a job opening, completing an application, interviewing, following-up on a job, passing a test, and writing a resume. The book might prove useful to students seeking employment.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b59 *How to Get the Job.* Mitchell Dreese. Science Research Associates, 1971. 52 pp.

This booklet is designed to help individuals obtain the right job. The document takes the approach that obtaining the right job is a sales campaign and covers the following topics: knowing the product and your qualifications; becoming familiar with the market and possible employers; locating employers; selling yourself as the applicant best qualified; following-up the employment interview, not expecting to get every job you apply for, and preparing yourself for promotions after obtaining the right job. The last chapter of the booklet presents ideas on how to start a business.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

b60 *How to Keep Your Job: Poster Series.* Pamela Sullivan, Weston Walch Publisher, 1971.

The eighteen 11" x 14" two colored posters are intended for students who are entering the job market for the first time. Guidelines on how to best function on a job are presented. Half of each of the posters contains a sketch which relates to the narrative portion. The narrative which is written to the student covers such topics as willingness to start at the bottom, willingness to ask questions, being punctual, being part of a team, good grooming and cleanliness, being polite, having a little initiative, being in good humor, being a company's ambassador, being orderly, job economics, being self-confident, absenteeism, not being a clock-watcher, self-improvement, having pride in self, sticking with the job, and giving notice.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	●	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

b61 *Industrial, Labor and Community Relations.* Merle E. Strong. Delmar Publishers, 1969. 133 pp.

This book is for use with students or trainees who will be entering the world of work or who may already be working. Within the five sections there is a total of thirty units with each unit having objectives, general instructions, suggested activities, and assignments. Most units are from three to six pages in length. The topics include: Section I–Education and Training; Section II–Organization of Society (industrial growth in America, effects of technological change, nature of labor force, wage systems, etc.); Section III–Personal Security and Efficient Living (health, insurance, unemployment insurance, workmen's compensation, etc.); Section IV–Organized Labor (how labor unions operate, collective bargaining, the union contracts, etc.); and Section V–Democracy. This book could be of use by a teacher and/or guidance counselor who is responsible for introducing the world of industry and labor to high school students and/or adults.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b62 *Job You Want, The.* McGraw-Hill Book Company.

Suitable for senior high school students through adult education, this book is designed to help individuals prepare for job hunting, interviewing, and successful performance on the job. The text is easy to read and the content is logically developed. The reader is asked to conduct a self-appraisal, considering the aptitudes, interests, and personality. Career exploration is discussed. Once alternative career paths have been selected, the reader receives suggestions for locating, applying for, and interviewing for those jobs. The last few chapters are devoted to achieving success on the job and considering promotional opportunities. The photographs and the drawn illustrations demonstrate good ethnic balance. Words peculiar to the world of work are defined at the bottom of the page. The job interview section is especially well done. Review questions given at the end of each chapter help to highlight and reinforce the chapter's main concepts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b63 *Job You Want–How to Get It, The.* Walter Blackedge et al. South-Western Publishing Company, 1975. 92 pp.

This workbook is aimed at helping individuals obtain jobs of their choice. The book is divided into eight chapters which cover the following topics: learning about job opportunities, choosing a job goal, working in the summer, selling personal abilities, writing a letter of application, completing a job application, going on an interview, and working the first day on a job. Within each chapter there are discussions of the topic, many times in a story form, and exercises to be completed. This workbook would be useful to students interested in obtaining full or part-time employment.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b64 *Jobs for High School Students.* Guidance Associates.

This program, which contains two full-color filmstrips, two records or two cassettes, and a discussion guide, provides advice to high school students on locating good jobs by relating specific jobs to student objectives. It distinguishes between jobs that provide special experience for subsequent employment and those that offer pocket money or good wages only. The discussion guide provides discussion materials and filmstrip scripts.

Cost: $48.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
				●						●			●								●						

b65 *Jobs for the New Generation.* Bowmar.

Six filmstrips, cassettes, student survey sheets, and a teacher's manual are included in the career awareness kit. The purpose of these materials is to make suggestions for high school student summer and part-time employment in career interest fields. The job information is up-to-date, relevant, and well organized, but limited in presentation and scope. Materials are ethnically and sexually well balanced. The first filmstrip can be useful with a large group to motivate and orient students toward seeking meaningful work experience. The other five filmstrips explore specific job possibilities: real estate assistant; park and recreation assistant; food service assistant; electronic engineering technician assistant; equipment rental assistant. The information presented in these five filmstrips is too general and limited in scope to be used for anything but introductory purposes. The kit is recommended as a supplementary item for a career center or a career information library.

Cost: $65.49.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
				●					●	●			●	●							●						

b66 *My Career Guidebook, 2nd Edition.* Harry Belman and Bruce Shertzer. Bruce Publishers, 1974. 52 pp.

This student workbook, which was revised with the help of students, teachers, counselors and others, is designed to aid students in making plans for an orderly, intelligent preparation for entering their life work. Part I assists the student in analyzing his/her qualities. There are individual paper and pencil activities which aid the student in discovering facts about his/her family and self and some personal qualities such as: ability to get along with others, scholastic achievement, abilities and vocational interests, his/her outside activities, individual grooming, individual health and physical characteristics, subjects taken and study habits, real and ideal self, what other people think he/she is like, and post-high school plans. Part II is to help students gather, in an orderly way, information about occupations in which they are interested. They go through exercises which provide general guideposts for career planning and information about individual work experience, readiness to meet some of the general behavior requirements expected of all workers, the nature of work activities, kinds of occupations, trends in the U.S. labor force, making vocational decisions occupations which they find interesting, and subjects helpful in preparing for the occupations in which they are interested. Also, there are activities relating to an autobiographical or biographical study of a career and to interviewing an employer. The greatest use of the Guidebook will be in group-guidance courses, homerooms, orientation programs, and occupation and vocation classes that emphasize career planning, but may also be used by students individually.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
				●	●				●			●	●								●						

b67 *Official College Entrance Examination Board Guide to Financial Aid for Students and Parents, The.* Elizabeth W. Suchar and Phyllis Harris. Simon and Schuster, 1976. 256 pp.

This book provides practical financial aid information for college-bound students, their parents, and their advisors. The book, which is divided into ten parts, contains information of what financial aid is; you, your family, your education; financial aid from post-secondary educational institutions; financial aid from the basic educational opportunity grant program; financial aid from the states; financial aid through the guaranteed student loan program; financial aid from special-purpose programs; financial aid from local sources; and information for parents. A supplement section is also provided.

Cost: $4.95.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

b68 *Succeeding on the Job: Self-Study Guide for Students.* Patricia Mink Rath, Ralph E. Mason, Lloyd J. Phipps. Interstate Printers and Publishers, 1970.

This 4" x 6" card set is designed to aid students in learning quickly and easily some of the skills, knowledges, and attitudes necessary for working successfully. Questions are presented on the front of the card and the correct answers are provided on the other side. The student may use these questions to: learn certain fundamentals involved in succeeding on the job; check his or her knowledge of employers' expectations before starting a job; review while on the job; study before an examination; serve as an actual supervisory review of work, or use as a learning game with other students. This set may be used to supplement instructional discussions and student projects.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

b69 *Training Methods and Intervention Strategies Relevant for Work Entry Problems of Youth.* Robert R. Haccoun and Robert E. Campbell. The Center for Vocational Education, 1972. 86 pp.

Alternative training methods and intervention strategies which were judged to be appropriate for aiding high school youth in coping with work entry problems are reviewed in this monograph. Furthermore, the reader is alerted to the current range of alternative approaches, their practical use and to the limited availability of valid field-tested strategies. This publication may be useful to high school teachers and counselors for it provides them with a comprehensive representation of the major alternative approaches.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐

b70 *What Color Is Your Parachute?* Richard Nelson Bolles. Ten Speed Press, 1976. 232 pp.

This illustrated book is designed to assist individuals who are in the process of job-hunting. It provides information on topics such as: which methods of job-hunting and career changing work best, and how to change careers without lengthy retraining. A careful step-by-step plan is described on how to obtain a job on one's own, how to find the jobs that are never advertised, and how to choose experts who can help.

Cost: $4.95, paperback; $8.95, clothback.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

b71 *World of Work.* Kay Koschnick and Stephen Ludivic. New Readers Press, 1975. 48 pp.

This page book is designed to assist individuals become aware of various aspects of obtaining a job. The following topics are presented: where jobs are; how to choose a job that fits you; state employment services; private employment agencies; reading the ads; other ways to find a job; jobs for teenagers; jobs for mature workers; jobs for handicapped persons; job training programs; applying for a job; interviewing for a job; getting our skills across; the first day at work; fringe benefits; laws about benefits; the first paycheck; unions; and laws about worker's rights. The book provides helpful suggestions and is illustrated with sample forms and pictures and could be used by students in grades 10 through 14 who are obtaining jobs.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	●	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

b72 *World of Work.* Hugh Shrader. J. Weston Welch Publisher, 1968. 156 pp.

This spiral bound book describes the requirements of the world of work. It is written towards the student and describes such topics as (1) entering into a job—how to applying for a job, and how to act on a job interview; (2) various aspects of working on the job—conduct on the job, absenteeism, loyalty, unions, and advancement; (3) maintaining other aspects of one's life—insurance, maintaining living quarters, budgeting and taxes. The book provides in an easy to read manner concrete suggestions for a person starting a first job.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	●	☐	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

b73 *You and Your Job Interview.* Guidance Associates, 1975.

This program, which consists of two full-color filmstrips, each thirteen to fourteen minutes in length, two 12" lp records or two cassettes, and a teacher's guide, is designed to assist individuals in the development of interviewing skills. Part I provides information on interviewing skills through a series of interview situations. Part II presents four different job interview situations. After each situation the filmstrip can be stopped and a discussion of questions that appear on the screen can take place. The teacher's guide provides teaching and discussion materials and filmstrip scripts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

b74 *Your Career If You're Not Going to College.* Sarah Spafver. Julian Messner Publisher, 1971. 224 pp.

This is a well organized, comprehensive handbook for high school students. This publication can help students evaluate their interest and abilities or help them select and obtain a job. The handbook is divided into fifteen major occupational divisions, each division having a range of occupations requiring little or more years of study/training. Under each occupation the following items may be found: (1) qualifications required, (2) duties, (3) skills, and (4) the future of the occupation. In the appendix the following information can be found: occupations index, state apprenticeship councils, regional offices, U.S. Bureau of Apprenticeship and Training, and finally other important sources.

Cost: $4.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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b75 *Your First Work on the Job.* Guidance Associates.

This program, which contains two full-color filmstrips, two 12" lp records or two cassettes, and a discussion guide, presents humorous dramatizations that help reduce the high school students' anxiety towards their first job, prepares them for coping with new personalities, rules, and decisions, and stimulates relaxed group talk about entering the world of work. The discussion guide provides teaching and discussion materials and filmstrip scripts.

Cost: $48.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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[b76]

b76 *Youth and Work*. Joseph A. Mihalka. Charles E. Merrill Publishing Company, 1974. 177 pp.

Youth, work, and guidance were examined from several different viewpoints in this book. The publication also explored and gathered information about work primarily as it related to youth. This document may be helpful to rural school personnel for it reviewed extensively many important topics. Some of these topics are: historical perspectives and implications, the changing world of work, vocational guidance and counseling, job hunting course and career development. Furthermore, the final chapter of this book is comprised of nine recommendations directed to educators, counselors, parents and community leaders. In the appendix the following information may be found: a job hunting course curriculum outline and a job hunting self-evaluation survey form.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CD&A	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c1 *Career Bingo Game (Popeye Career Awareness Program).* King Features. K–4

This game is organized like a traditional, numbered bingo game, except the squares have cartoon pictures or job titles in them instead of numbers. The primary objective of the game is to build career awareness in a manner that also encourages student participation. The game is suitable for gifted primary students or regular, small student groups in the lower elementary grades. Instead of drawing bingo numbers, the instructor draws short job description clues based on the seventy different occuaptional titles and the career information data found in the fifteen Popeye Awareness Comic Books. (These comic books are distributed by the same publisher as the game but are sold separately.) Punch-out, paper Popeye markers are also provided. Students gain experience in the basic skills of reading, listening, and comprehension. The game is inexpensive, easy to use, and fun.

Cost: $5.95

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c2 *Career Development for Children Project (CDCP).* McKnight Publishing Company.

This project divides into three modules and introduces the career concept into primary classrooms. CDCP Level One, "Discovering Self in Work and Play," aids students in the development of an awareness of the distinctive characteristics that make people the same and different. Children look at human activities and classify them as work or play and then relate this to their daily activities. Level One contains a teacher's guide, a color flipbook, a set of ten study sheets, three filmstrips with audio cassettes, and an audio cassette. CDCP Level Two, "Exploring Interests in Work and Play," helps children develop an awareness that personal interests can be expressed through work activities. They see how occupational work is different from other types and begin to relate interests to different occupational classifications. Level Two contains a teacher's guide, a set of eighteen discussion stories, a set of ditto master, a card game, four filmstrips with cassettes, and two packages of thirty consumable student-activity response books. CDCP Level Three, "Using Knowledge in the World of Work," assists students in beginning to deal with knowledge of self and the world of work in a systematic way. The process of grouping is introduced, basic economic groups are discussed, and personal interests are grouped into informal interest areas. Level Three contains a teacher's guide, a set of twenty-three ditto masters, a board game, two filmstrips with cassette, and four sets of thirty consumable student activity-response books.

Cost: Level One – $97.00; Level Two – $97.00; Sets of student-activity response books – $15.00 per pack; Level Three – $89.00; Three of the sets of student-activity response books – $18.00 per pack; and one of the sets of student-activity response books – $15.00 per pack of thirty.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c3 *Economics for Primaries.* Society for Visual Education.

This series contains four full color filmstrips, four records or four cassettes, a color poster, and four teacher's manuals and introduces basic principles of economics to primary students by presenting real situations relevant to the students' world. Emphasis is placed on the advantages of cooperation, the importance of community workers, and the interdependence of individuals. Economic theory is subtly presented enabling students to generalize about the economy of home and community. A four-color poster reinforces concepts presented in the filmstrips. The filmstrips are "The Toy Store" (considers economic decisions and consumer wants), "The Doghouse" (discusses human resources, natural resources, and capital goods), "The Breakfast" (considers economic specialization and interdependence) and "The Garden" (considers economic choices faced by society).

Cost: $76.00–Set with records; $84.00–Set with cassettes; $12.50–Each filmstrip with guide; $6.00–Each record; and $8.00–Each cassette.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c4 *"Johnny and Judy Careers" Series.* Careers, Inc.

This series of 5" x 8" booklets is designed to acquaint students in grades 3 through 4 with the duties, working conditions, and importance of various careers, and are written in story form. Each booklet has eight illustrated pages and is printed in two colors. A worksheet which relates to the title of each booklet is included. Multi-colored posters have been prepared for this age group. Twenty job titles, booklets, are published yearly, and can be purchased by a yearly subscription with mailings in September, November, January and March. The worksheets are available for the 1975-76 set but not for the 1974-75 set.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c5 *Lots of Things, Book I.* Yvette Dogin. Finney Company, 1970. 68 pp.

This workbook helps primary students become aware of how and when various things are used. The exercises are basically vocabulary lists and written activities involving the use of the words. The words are grouped together in the following manner: things for work, things for play, things to read, things to write, things for day or night, things to do alone, etc.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c6 *My Neighborhood Series.* Careers, Inc.

This series of 5" x 8" booklets is designed to acquaint students in grades 1 through 2 with the duties, working conditions, and importance of various careers, and is written in story form. Each booklet has eight illustrated pages and is printed in two colors. A worksheet which relates to each booklet is included. Multicolored posters emphasizing good attitudes, or showing people at work, come with this series. Twenty job titles, booklets, are published yearly, and can be purchased by yearly subscription with mailings in September, November, January, and March. The worksheets are available for the 1975-76 set but not for the 1974-75 set.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c7 *Off We Go To The House Built in a Hurry.* Guidance Associates, 1971.

This kit includes an eight-minute color filmstrip, a 10" lp record or a cassette, and a teacher's guide. It is designed to simulate a field trip for primary grade students. This filmstrip-sound presentation, in story form, describes how dome houses are built from blueprint to the finished structure. The teacher's guide includes teaching and discussion materials and filmstrip scripts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c8 *Off We Go To The Orange Grove.* Guidance Associates, 1973.

This kit includes a seven-minute color filmstrip, a 10" lp record or a cassette and a teacher's guide. It simulates a field trip for primary grade students. This filmstrip sound presentation, in story form, describes how oranges are picked and packed. The teacher's guide includes teaching and discussion materials and filmstrip scripts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c9 *Programmed Work Awareness Kits.* Jack D. Frost, Jr.; Linda Ratcliff; and Judith Taylor. Chronicle Guidance Publications, Inc.

This program provides materials to teach preschool through grade 1 students about the working world and positive attitudes toward work and its value in our culture. The learning experiences include behavior modification activities and active pupil participation with guaranteed success experiences for primary learners. This sequential and developmental program offers a simple way for educators to help students meet contemporary goals. The kits contain items such as picture story charts, workbooks, records, puzzles, games, costumes, puppets, color charts, and job description cards.

Cost: $150.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	●	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c10 *Something Special . . . Work.* Society for Visual Education, 1976.

This series, which contains six full color filmstrips, six records or six cassettes, and a teacher's guide, illustrates to primary students how other children discovered the value of saving, the challenges and rewards of work, the reasons people choose to specialize in one type of work, the relationship between school and the world of work, and their roles as consumers and producers. The filmstrips are "Pennies, Nickels and Dimes" (Theme: Money grows when you save it), "We Wrote Their Readers" (Theme: Kids are producers and consumers of educational material), "What's Your Specialty?" (Theme: Specialization of work), "Money: One of Work's Rewards" (Theme: Money is a reward for work), "Math–Who Needs It?" (Theme: Relationships between schoolwork and the world of work), and "The Joy of Giving" (Theme: A greater reward for work than money).

Cost: $90.00 set; $10.00 each filmstrip; $6.50 each record; and $6.50 each cassette.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c11 *Targo Explores the World of Work.* Society for Visual Education.

This set contains six full color filmstrips, three records or three cassettes, and six teacher's guides, and is designed to help students in primary grades to learn the importance of all workers and jobs, and to discover the dependence of workers on each other. By using original artwork, job similarities and interdependencies are defined and illustrated in amusing episodes. All U.S. Department of Education job clusters are mentioned. The titles of the filmstrips are "Targo the Job Explorer" (Jobs at Home and School), "Who's Cooking, Targo?" (Similar Jobs throughout the Community), "Tale of a Nail" (A Cluster of Dependent Jobs), "Where's the Ice Cream" (Series of Dependent Jobs), "Pride of the Slippery Fish" (One Job Affects Many Communities), and "Who's Got the Roller Coaster?" (Many Communities Affect One Job).

Cost: $74.00 set; $10.00 each filmstrip and guide; $6.50 each record; $6.50 each cassette.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c12 *World of Work Adventures of the Lollipop Dragon.* Society for Visual Education.

This set contains six full color filmstrips, three records or three cassettes, and six teacher's guides, and is designed to introduce students in the primary grades to the world of work. The filmstrips are illustrated in original artwork and narration and demonstrate the career concepts of work specialization, division of labor, interdependence, and technology in the working world by taking the students through the imaginary town of Tumtum. The titles of the filmstrips are: "The Workers of Tumtum," "The Lollipop Factory," "Building a New Clubhouse," "Trading Jobs in Tumtum," "Making Dragon Cookies," and "The Changing World of Work in Tumtum."

Cost: $74.00 set; $10.00 each filmstrip and guide; $6.50 each record; $6.50 each cassette.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c13 *Alike and Different.* Muriel Stanek and Joseph Gehrman. Benefic Press, 1974. 4–6

This textbook, the first of a three part series, is designed to be used with students in grade 4. The book is divided into five units which deal with the following topics: discovering interests, feelings and action; being a friend; job families; and money and how it is used. A brief essay introduces the main topic of each chapter. Following the essay, two stories simulate life-like situations. These situations provide students with chances to see the generalizations of the chapter essay at work in everyday life. Exercises are contained within each chapter. The illustrated book also contains a glossary and a fourth reference guide which provides a variety of examples of occupations. A teacher's guide is also available.

Cost: $4.08

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c14 *Career Discoveries Series.* Guidance Associates. 1972.

This series, which contains six sound filmstrip programs, is designed to acquaint students in grades 5 through 8 with various job clusters. Each program contains four full-color filmstrips, four records or cassettes, and a discussion guide. The first filmstrip in each program is an overview of the job interest cluster. The remaining three filmstrips each contain an interview with a person, working in the cluster, photographed and speaking on the job. "People Who Create Art" attempts to define the nature of talent, inner direction, and the desire to communicate as they motivate musicians, sculptors, painters, writers, artisans, and designers. "People Who Make Things" focuses on pride of craft, the satisfaction of making useful things, and the pleasure many people gain from creating with their hands. "People Who Work in Science" stresses curiosity, inquiry, precision, and devotion to scientific method. "People Who Influence Others" emphasizes qualities of gregariousness, self-confidence, sensitivity, empathy, and leadership. "People Who Help Others" emphasizes commitment, compassion, and empathy and suggests the intangible rewards of careers that serve others. "People Who Organize Facts" shows how our society depends on information, surveys "information centered" careers, and relates them to gifts for detail, organization, and problem-solving.

Cost: $319.50 – total series; and $59.50 – each program.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c15 *Career Guide Series.* Careers, Inc.

This series of 5" x 8" cards is designed to inform students in grades 5 through 6 of the type of educational requirements necessary for various careers. In addition, factual information is given on the duties, working conditions, outlook, and salary range of the various careers. Multi-colored attitude or Career Cluster posters are included in this series. Thirty-two cards are published yearly and can be purchased by a yearly subscription with mailings in September, November, January, and March.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

c16 *Career Insights and Self Awareness Game.* Houghton Mifflin Company.

Materials for this game include a flannel game board, flannel game pieces, a game leader's manual, duplicating masters for student activity sheets, and six game guides. The purpose of the game is to develop an interest in exploring a wide variety of career possibilities and to build a realistic self-concept. The reading level and game-play directions are most suitable for small student groups in grades 4 through 6. The worker traits, work functions, and work orientations of the *Dictionary of Occupational Titles* are introduced as an integral part of the game's organization. Players explore life's situations, life goals, interest, abilities, and self-orientation. The administration of the game requires thorough planning by the instructor and a substantial block of uninterrupted time to play. The game is noncompetitive, relying upon high-level student interaction for success. Small group size is imperative to achieve this close interaction, making the use of volunteers or teacher's aides, to serve as small group monitors, almost compulsory in classroom situations.

Cost: $36.00 – complete set.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	●	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c17 *Careers.* Parker Brothers.

Players use a board game format to accumulate combinations of fame, happiness, and money points for educational achievement levels and work experiences in various occupations. The game's purpose in a career education program is to provide motivation and stimulation for career awareness and career exploration projects. The reading level and game directions are suitable for students in grades 4 through adult education. Before beginning each game, each player determines a personal success formula of fame, happiness, and money points. The accumulated number of points required to win is always the same, but the player determines the proportion of each type of points to be earned. The first player to achieve a personal success formula, or to achieve the total number of required points in proportions other than the personal formula and a large sum of money, is the winner. The game is of questionable relevancy to the real world of work, but has definite value as a career awareness tool. It could provide stimulus for group discussions on values and attitudes towards success.

Cost: $5.49 (May be obtained from any toy store. Price will vary slightly. Published by Parker Brothers.)

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c18 *Careers: A Supplemental Reading Program.* Harcourt Brace Jovanovich, Inc.

A filmstrip-cassette introduction to career awareness, thirty-two job briefs, sixty-four student activity cards, career posters, student management folders, and a teacher's manual are included in this supplementary, reading program kit. One of a series of three programs available from this publisher, these materials use a variety of reading activities to provide information on the wide range of career choices in the present economic structure. The reading level would be appropriate for students in grades 4 through 9. The activity cards have exercises in reading comprehension, decoding, pronunciation, auditory training, vocabulary building, and creative writing. The activity sheets often give the student a "feel" for working in a particular job.

Cost: $96.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	●	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c19 *Exploring Careers.* Society for Visual Education.

This series of filmstrips contains nine programs and provides upper intermediate and junior high school students with facts they need to evaluate individual opportunities for satisfaction and success in specific job situations. Various occupations are portrayed within their industrial settings showing job functions, education, skills, and experience required; availability and occupational outlook; and financial and psychological awards. Each program contains six full color filmstrips, three records or three cassettes, and six teacher's guides. The following is a listing of the programs' communications and transportation: "Public Service and Health Occupations," "Environmental Control and Marine Science," "Consumer and Homemaking," "Manufacturing and Construction," "Marketing/Distribution and Business Office," "Agribusiness and Natural Resources," and "Personal Services and Fine Arts Humanities."

Cost: $65.00 total set; $74.00 each program; $10.00 each filmstrip with guide; $6.50 each record; and $6.50 each cassette.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	●	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c20 *Expo 10: Exploring Career Interests.* Science Research Associates, Inc., 1975.

These ten games provide basic occupational information on approximately 400 career options for students in grades 5 through 8, and are organized by the ten Kuder E interest areas; scientific, computational, musical, artistic, persuasive, literary, mechanical, outdoor, social service, and clerical. Board games, card games, variations of traditional games and hands-on activities are provided in each interest area. A teacher's guide is included which presents an overview of Expo 10 and provides detailed information on how to implement it in the classroom. There are warm-up activities to help make students aware of the world of work and activities that can be continued throughout the year.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c21 *Field Trips.* Macmillan Library Services.

This program, which contains four color filmstrips (approximately eighty frames each), four twelve to fourteen-minute records or cassettes, a teacher's guide, and catalog cards, is designed to provide students in grades 4 through 8 with the experience of visiting four major industries. Each filmstrip presents a different industry. The students obtain an awareness of the air transportation industry by observing Trans World Airlines' maintenance and overhaul base. A visit to the first Holiday Inn provides information on the hotel service industry. The music recording industry is portrayed through a visit to the offices of Capitol Records. Levi Strauss Company of San Francisco is the stop for learning about the clothing industry.

Cost: $84.95

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c22 *How Money Is Made.* Learning Resources Company.

Designed for students in grades 4 through 6, these two filmstrips and two cassettes or record learning resource kit discusses the United States' procedures for making money. The kit materials are presented in two parts: minting coins and engraving and printing paper money. Each filmstrip-cassette presentation is self-contained. Each requires eight to nine minutes of class time for presentation. Both programs arouse student interest and class discussion. This set could be a motivating career resource for pursuing the study of making money in other countries or for introducing related economic topics, like the barter system.

Cost: $25.95 2/records; $28.95 w/cassettes.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c23 *Interests and Choices.* Muriel Stanek and Joseph Gehrman. Benefic Press, 1974. 191 pp.

This testbook, the second of a three part series, is designed to be used with students in grade 5. The book is divided into five units which deal with the following topics: discovering individual strengths, learning about the world of work, working with others, jobs in local community and state, and how a job relates to a lifestyle. A brief essay introduces the main topic of each chapter. Following the essay two stories simulate lifelike situations. Exercises are contained within each chapter. The illustrated book also contains a glossary and a job reference guide which provides a variety of examples of occupations.

Cost: $4.08

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c24 *Job Lab 1.* Marla Peterson. Houghton Mifflin Company, 1976

This kit, which contains fifteen occupational cluster booklets, 250 job description cards, and a teacher's guide, is to be used with the intermediate grades. The booklets describe the U.S. Office of Education's designated clusters, and the 6" x 4" cards describe a wide range of specific jobs with varied educational requirements. Suggested activities are also included in the occupational cluster booklets. The materials can be used with groups in a guidance setting, as independent study materials, and as an integral part of instruction in subject matter areas such as science or language arts. The teacher's guide contains activities which will assist the teacher in infusing career development concepts into subject matter areas.

Cost: $84.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c25 *Job Opportunities Now—Group 1.* Society for Visual Education.

This series which contains six full color filmstrips, three records or three cassettes, and six teacher's guides, motivates intermediate and junior high school students to establish realistic educational and career goals and to develop important work attitudes and job skills. Special emphasis is placed on jobs at nonprofessional levels that do not require a college degree. Workers and supervisors photograph on their jobs, and their comments are recorded in special interviews. "Requirements in the World of Jobs" discusses personal abilities, good work attitudes, salable skills, and education requirements that are basic to any career. "Achieving Success in the World of Jobs" presents the story of a Puerto Rican boy who almost quit high school but achieved school and work success, self-satisfaction, and material gain. "Job Opportunities in a Hospital" surveys seven nonprofessional jobs. "Job Opportunities in a Department Store" examines non-selling jobs and "Job Opportunities in a Supermarket" identifies five major departments of a supermarket and discusses the jobs of various workers.

Cost: $68.00 set; $9.00 each filmstrip w/guide; $6.50 each record; $6.50 each cassette; Also available in Spanish.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c26 *Learning about Careers—Book II.* Finney Company, 1974. 48 pp.

This book describes various occupations in language suitable for students in grades 4 through 6. The occupations of beauty operator, livestock farmer, fish and wildlife conservationist, oceanographer, chain store manager, computer operator, nurse, heavy equipment operator, food demonstrator, and work distributor are discussed in terms of what a person in that occupation does, what kind of person does the job, good and bad things about the job, and how school prepares a person for the job. A list of other jobs within the same cluster is given. Also, at the end of each discussion, there are questions for the students to answer. At the end of the booklet, there are four pages of questions concerning careers and goods and services; careers and your family, friends, and neighbors; careers and clothes, and careers and your world.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

c27 *Occupational Activities.* James L. Lee. Educational Media Corporation.

Each of these three activities, which are packaged separately in a pad of 8½" x 11" sheets, are self-administered activities designed to increase awareness of self and the world of work. "Occupational Orientation Grid" is geared towards high school and junior college students. Student responses to a self-administered and scored questionnaire results in a task orientation score and a people orientation score which translates to a location on the occupation orientation grid. An explanation of the relationship between the various positions on the grid and the world of work is provided. "Occupational Title Search" are four puzzles consisting of blocks of letters which contain the titles of a variety of occupations. The puzzles are keyed on four major areas in the *Occupational Outlook Handbook* and can be used with upper elementary through high school. "Occupational Word Games" contains an adaptation of two familiar pastime activities, Word Scrambles and Word Matching, to aid teachers and counselors in their efforts to continually expand their students' awareness of occupational concepts. This activity is to be used with upper elementary students.

Cost: $2.50 per pad; $5.00 minimum order.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	●	●	●	☐	☐	☐	☐	☐	●	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c28 *Plans and the Future.* Muriel Stanek and Joseph Gehrman. Benefic Press, 1974. 191 pp.

This testbook, the third of a three part series, is designed to be used with students in grade 6. The book is divided into five units which deal with the following topics: decision-making, getting ready for an occupation, getting the right job, where the jobs are, and goals and the future. A brief essay introduces the main topic of each chapter. Following the essay two stories simulate lifelike situations. These situations provide generalizations of the chapter essay at work in everyday life. Exercises are contained within each chapter. The well illustrated book also contains a glossary and a job reference guide which provides a variety of examples of occupations.

Cost: $4.08

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

c29 *Quincy Looks Into His Future: Careers in Engineering.* General Electric and King Features Syndicate Incorporated. 1973. 32 pp.

This book is presented in comic book format and is designed to make students aware of the field of engineering. The various types of engineers are presented, i.e., mechanical, electrical, civil, and chemical.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	●	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

c30 *Vocations in Trades Series.* Arthur Liebers. Lothrop, Lee and Shepard Company, 1973-1974.

This series of five books provides an understanding of five different trades and can be used with upper elementary and junior high school students. *You Can Be A Carpenter* describes what carpenters can do, the requirements and training for this vocation, and where to look for work. *You Can Be An Electrician* describes electrical work as a career, including apprenticeship and training, aptitude tests, opportunities for women, and where to obtain further information. *You Can Be A Machinist* includes information on the kinds of work, advantages and disadvantages of career, apprenticeship and training, aptitude tests and more. *You Can Be A Mechanic* describes the career of a mechanic working on automobiles, airplanes, trucks, buses, motorcycles, and other vehicles, and the preparation necessary for entering this wide-open field. *You Can Be A Plumber* describes the qualifications and preparation for a variety of jobs available in the plumbing-heating-air conditioning industry. Glossaries and appendices are also included in the books.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	●	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

c31 *Who Works for You.* Random House, Inc.

Designed as a career exploration kit for fourth through eighth grade social studies classes, these six filmstrip-cassette presentations discuss the benefits and disadvantages of seventy-five titles. Each presentation requires ten to fifteen minutes and explores ten to fifteen specific job titles. Modern music provides a student interest-holding background. The pictures demonstrate ethnic and sexual balance. A spirit master, with the job titles from each film and additional space for the student's personal reactions, is provided for each of the six filmstrips. Specific titles include: "Who Works for You?"; "Who Puts the News on Television?"; "Who Puts the Plane in the Air?"; "Who Puts the Care in Health Care?"; "Who Puts the Fun in Free Time?"; and "Who Keeps America Clean?" A teacher's guide includes teaching objectives, copies of the scripts and illustrations, historical backgrounds of the career areas, discussion questions, and suggestions for related student activities. All the materials stress the importance of team work.

Cost: $87.96

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
	●		●						●	●				●							●						

c32 *Working.* BFA Educational Media.

This learning resource kit contains four filmstrips, four cassettes, a set of twenty student activity masters (five sheets for each presentation), and a teacher's guide. The materials are suitable for students in grades 4 through 6. The four filmstrip-cassette presentations are colorful and interesting. The presentations include live, on-the-job interviews, illustrated story lines, and graphics. The student activity sheets reinforced the concepts presented in the filmstrips. The kit explores the reasons people work, the economic structure of work, the training and experience needed for different jobs, and the future of work. The specific presentations are titled: "Why Work?"; "What You're Worth"; "On-the-Job"; and "Forecast for the Future." The teacher's guide includes teaching objectives, discussion questions, a synopsis of the presentations, and suggestions for incorporating these materials in the regular academic curriculum. This kit is a resource for a career center.

Cost: $64.50 w/cassettes; $56.50 w/records.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
	●								●	●				●							●						

c33 *Earning and Using Money: Teaching Pictures.* David C. Cook Publishing Company, 1974. K–6

This packet, which includes a forty page resource manual and twenty 12" x 17" color posters, is designed to assist elementary students gain an economic understanding. The manual is divided into four sections which are subdivided according to the posters with the following information: picture notes, concepts to stress, background information, stories and poems, and learning activities. Section I contains introductory material and is aimed at the young student's daily life. Section II provides information about the areas the family budget must cover and the ways families can help stretch money to meet family needs. Section III attempts to provide students with information and evaluative skills so they can cope with the wealth of products to be bought. Section IV provides a basic introduction to the economic realities of life.

Cost: $5.95

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
		●							●					●							●						

c34 *Elementary Dictionary of Occupational Titles.* Oklahoma Department of Vocational and Technical Education.

Designed as a career awareness exploratory tool for students in kindergarten through grade 6, this document is distributed as a loose-leaf sheet packet designed for filing in a three-ring binder. The reading level is suitable for most students in grades 4 through 6. The book describes selected job titles under the organization of the fifteen occupational career clusters of the United States Office of Education. Each career cluster includes a short overview paragraph of the cluster's job types and potential employers. Each job title includes a job description, the history and future of that occupation, work environment, training and education, qualifications, job advantages, and disadvantages. The presentations offer exposure to different life styles, career patterns and educational experience. Stress is placed on the variety of careers rather than a promoting of career choices. This dictionary is an excellent class reference for the primary teacher. Teachers in the fourth through sixth grades will find it valuable for direct student reference.

Cost: $3.25

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c35 *Gamebook Series, A.* Ira Bank. Chronicle Guidance Publications, Inc.

Three developmental and sequential books, *World of Workers, Community Careering,* and *Curriculum Careering,* offer exposure to over 200 occupations through student gamebook activities. These career materials can be used with elementary school students. *Community Careering* and *Curriculum Careering* include guidebooks which aid in material presentation and provide objective accountability for the materials.

Cost: World of Workers, each $1.00; 10 or more copies, each .80
(*) Community Careering Instructors Guide Book – $3.00; Curriculum Careering each $1.00 – 10 or or more copies, each .80; *Curriculum Careering Instructor's Guidebook – $3.00; Community Careering, each $1.00 – 10 or more copies, each .80.

(*) free with thirty or more guidebooks.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c36 *Jelly Bean Company: Making and Selling Goods.* BFA Educational Media.

This kit which includes six filmstrips, six cassettes, a set of student activity cards and a twelve page teacher's guide, is designed to assist elementary and junior high students understand the work world. The filmstrip-cassette presentations are in story cartoon format with the Jelly Bean Company as the setting. The occupations of office workers, sellers, drivers, builders, manufacturers, and repairers are presented. The activity cards are designed to help students identify their own abilities and interests, explore the work world in general, and investigate the six occupations presented. The activities suggested range from written reports to personal interviews. The teacher's guide provides comments on each occupation and questions for discussion. Also included in the guide are suggested subjects for implementation of the kit and sources for further career information.

Cost: $97.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	●	☐	☐	☐	☐	☐	●	●	☐	☐	●	●	●	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c37 *Jelly Bean Company: Performing Services.* BFA Educational Media.

This kit, which includes six filmstrips, six cassettes, a set of student activity cards and a nine page teacher's guide, is designed to assist elementary and junior high students in understanding the work world. The filmstrip-cassette presentations are in a story, cartoon format with the Jelly Bean Company as the setting. Occupations within the health services, personal services, information services, public services, recreation services, and environmental services are discussed. The activity cards are designed to encourage students to identify their own skills and interests and to relate them to a career choice; and to investigate career opportunities beyond the classroom. The teacher's guide provides comments on each occupational area and questions for discussion. Also included in the guide are suggested subjects for implementation of the kit and sources for further information.

Cost: $97.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	●	☐	☐	☐	☐	☐	●	●	☐	☐	●	●	●	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c38 *Learning About Careers: Teaching Pictures.* David C. Cook Publishing Company, 1974.

This packet which includes a forty page resource manual and twenty 12" x 17" color posters is designed to assist elementary students gain a career awareness. The manual is divided according to the posters and provides picture notes, background information, and learning activities. The first four posters and first part of the manual deal with attitudes, the development of skills and talents, and the overcoming of handicaps. The rest of the posters and manual deal with specific careers. Brief descrptions are given of over eighty careers or occupations, along with pictures of people employed in many of these careers.

Cost: $5.95

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c39 *Modern Workers for Career Awareness: 15 Study Prints—Teacher's Guide.* Instructor Publications, 1973.

This set of fifteen 11½" x 6" posters is designed to make elementary students aware of the world of work. The fifteen specific careers presented are organized according to the U.S. Office of Education's Occupational Clusters. Two-thirds of each poster portrays an individual doing a specific job while the other third describes the jobs. Also included in the package is a two-page teacher's guide which provides suggested activities and ways the posters may be used.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

* c40 *My Career Workbook.* Counselor Films, Inc.

This consumable, career-awareness, exercise workbook is suitable for use in advanced kindergarten through grade 5. The illustrations are sexually and ethnically balanced. Through follow-the-dot and maze puzzles, match the object quizzes, and coloring-book style pictures, this booklet explores the duties and tools of seventeen careers, including police officer, machine operator, pilot, life guard, deep sea diver, accountant, and barber. Since it is primarily a workbook, flexibility is limited. The workbook would make a good introduction to career-awareness, helping to stimulate discussion and interest.

Cost: $1.29 each.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
		●							●		●			●							●						

c41 *What Can She Be? Series.* Gloria and Esther Goldreich. Lothrop, Lee and Shepard Company, 1973-75.

This series of six well illustrated books are designed to arouse interest in elementary students in six occupations. Following is a description of each book. *What Can She Be? An Architect* introduces the various aspects of a career in architecture through a description of a woman architect's projects and daily work. *What Can She Be? A Lawyer* describes the varied activities of a woman lawyer helping people with legal problems. *What Can She Be? A Musician* introduces the varied aspects of a career in music through a description of the daily activities of a female musician who composes, performs, teaches, and conducts music. *What Can She Be? A Newscaster* presents the varied activities of a woman newscaster who reports the news on radio and on television. *What Can She Be? A Police Officer* introduces the varied aspects of a career in the police force through a description of the training and daily activities of two sisters who are police officers, one on the Emergency Rescue squad and the other on neighborhood patrol. *What Can She Be? A Veterinarian* follows a female veterinarian through a typical day of caring for sick and injured pets.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
		●				●			●					●													

7–9 c42 *Army Occupational Handbook.* U.S. Government Printing Office, 1974. 97 pp.

Over 300 military occupations, most of which are similar to occupations in the civilian economy, are listed in this handbook. The philosophical approach is to consider the Army as a potential employer rather than as "the military." Junior and senior high school students are the target audience. *The Dictionary of Occupational Titles* code is given for each job title. Jobs are described in relation to similar civilian occupations. The "Armed Services Vocational Aptitude Battery," which is provided free of charge upon request, is also discussed.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
			●	●					●					●													

c43 *Career Direction: High School as Tryout.* Guidance Associates, 1975

This filmstrip-sound presentation includes four eleven to twelve minute filmstrips, four 12" records or four cassettes, and a teacher's guide, and has been produced to show students in junior and senior high school the relevance of their high school experience to career exploration. Part I makes students consciously aware of the types and variety of classes and activities that they experience during high school. Part II presents jobs requiring a great deal of contact with people and shows how English and social studies courses develop communication skills necessary for people-oriented jobs. Part III shows jobs that require working with information and explains how math, science, and business courses teach skills for data-oriented jobs. Part IV examines jobs that involve making things and shows how art and shop classes teach relevant skills for such jobs. The information about the jobs presented in Parts II, III and IV was gained through interviews with the actual workers seen in the filmstrip. The teacher's guide contains teaching and discussion material and filmstrip scripts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	☐	●	☐	☐	●	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c44 *Career Education Bulletin Board Displays.* Career Guidance Media, 1975.

This series presently contains display kits for six career fields with more to follow. The six fields are: health and medicine; transportation, communication and media; environment; business, office, and computer science; and engineering and technology. Each kit contains one 22" x 34" theme poster, eight career posters portraying workers in the field, a career chart which is a comprehensive list of occupations in the field, an information guide which lists sources of career information and a career educator's guide that contains instructions for assembling the display. Occupations reflect all training levels, and pictures illustrate equal employment. The kits can be ordered by individual career fields or by subscription to the complete series.

Cost: $3.50 per kit; $18.00 per subscription

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c45 *Career Exploration Games.* James L. Lee. Educational Media Corporation.

This is a kit of four career exploration strategies for small group and classroom use. The kit contains instructions for all four games and the necessary playing cards. In "In Ten Years, I'll Bet That . . ." participants learn that lives change over time. The idea that plans need not be ruled out because of situations in the past is emphasized by the change matching of background and outcome aids. In "Score Four" four occupational categories are drawn at random and each player writes them across the top of the Playing Sheet. Four first letters are drawn next and written down the side of the sheet. The winner is the person who can come up with occupations in each of the sixteen squares. In "Career Tasks Force," a task force is assembled to solve a difficult situation. Students, drawing careers at random, must utilize the skills of that occupation in solving the problem. In "Explore for More," students explore careers using a game format. Sixty-four question cards on various occupations and a graduated scoring system provide the basis for a competitive game.

Cost: $10.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c46 *Career Game, The.* Educational Progress.

In the course of this game, players pursue a mechanical, professional, or technical and service career through a series of career card directions. The game's philosophy is that there are many right career choices, and career exploration should be a personal involvement in making decisions and building a realistic self-concept. The reading level and game rules are suitable for individuals in grades 7 through adult education. A player's decision determines one's career from 186 possibilities. The player may play the game as frequently as desired, but three times in one session is the recommended frequency. Job descriptions include academic, personal, and psychological job requirements. Ethnic, sexual, and non-traditional job balances are achieved through tooth-shaped cartoons and attention to vocabulary choices. Job titles are keyed to the Career Development Laboratory kits, published by the Educational Progress Corporation, as well as other sources of further career information. The purchasing school has the company's written permission to reproduce the consumable, student score sheets.

Cost: $97.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	●	☐	☐	☐	☐	☐	●	☐	●	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c47 *Career Information: A Guide for Exploring Careers Through Worker Traits.* Appalachia Educational Laboratory, Inc., 1976.

Written at grade 8 reading level, this guide book describes the 114 Worker Trait Groups as they are outlined in the *Dictionary of Occupational Titles* (DOT), third edition, Vol. II, 1965. Jobs which require similar worker qualifications are grouped together. Each Worker Trait Group is described as to the work performed, the training and methods of entry, work requirements, and clues for relating an applicant to the worker requirements. Personality traits like temperament, interests, physical demands, aptitudes, and the involvement with data, people, and things are considered. The specific vocational preparation, as well as related job classifications, are also listed. The *Appendices* include comprehensive definitions of general educational development, physical demands, data-people-things hierarchies, temperament, interest and attitudes. An explanation of the use of the DOT is also included. This may be a helpful resource for a counselor's office or a career center. However, due to academic, in-depth presentation of the materials, its value as a career tool for unmotivated students is questionable.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	●	☐	☐	☐	●	☐	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

c48 *Careers and Lifestyles.* Guidance Associates, 1974.

This kit includes eighty seven- to ten-minute color filmstrips, eight 12" lp records or eight cassettes, and a teacher's guide, and presents eight careers and corresponding lifestyles. Junior and senior high school students learn by observing how people made their career choices, and what information, values, interests, and attitudes were needed to make career decisions. The careers presented are part-time farmer, production worker, entrepreneur, surgeon, neighborhood center director, independent carpenter, fire fighter, and corporate executive. The teacher's guide includes introductory material, teaching and discussion materials, and filmstrip scripts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	☐	●	☐	☐	●	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c49 *Consumerland: How High the Mountain?* Argus Communications.

This kit, which includes a filmstrip, a record or a cassette, and a leader's manual, is designed to assist students in grades 7 through 14 to understand the buy and sell syndrome. The fictitious country of Consumerland is used as the setting of the filmstrip and provides a program that is especially appropriate in stimulating discussion about shortages and crises.

Cost: $20.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c50 *Discovery.* Scholastic Book Services, 1975.

This kit, which includes eight fifteen minute color filmstrips, eight records or cassettes, thirty career logbooks, and a 144-page teacher's guide is designed to assist students in grades 7 through 10 to determine various job opportunities related to their interests and abilities. In the filmstrip and sound presentations, forty-nine workers are portrayed doing a typical day's work. The students are taken from the filmstrips to the logbooks where they explore their own abilities, familiarize themselves with various jobs and work related problems, and begin to establish their goals and interests. This unit can be used as a five-week or eight-week course or the filmstrips can be used at intervals throughout the school year.

Cost: $169.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c51 *Edventure II: Career Guidance Game (Grades 9–12).* Abt Publications.

This kit, which is designed to be used by students either alone or in groups up to fifteen, gives the player a feel for the possibilities of turns their lives might take and the higher vocation options which will be open in the years 1981 to 2000.

Cost: $28.00, $1.50 shipping and handling

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c52 *Exploring Careers: Classroom Materials Package (Grades 7–12).* Abt Associates Inc. Abt Publications.

This package contains a fifty-two page spirit master book of student instructions and worksheets and a thirty-eight page teacher's manual and is designed to help students, as individuals, small groups, or a whole class, engage in values-oriented research and analysis activities. The sixteen activities focus on the following areas: jobs related to outer space, occupational interviews, sex biases in jobs, construction jobs, how a handicap can affect a job, study of occupational clusters, a realistic look at independent living, hobbies and careers, observation of people on jobs, sports-related career possibilities, goal setting, jobs in allied health fields, career possibilities in retailing, examining job strengths and weaknesses, personal style and interpersonal skills, and careers that involve working with children. For each of the activities there are spirit masters, detailed directions, concise teaching objectives, subject area relevance, and occupational relevance listing.

Cost: $35.00, $1.50 shipping and handling

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c53 *Exploring Careers Series.* Lothrop, Lee and Shepard Company, 1973-74.

Each of the fifteen current and forthcoming books in this series is designed to help young people explore the world of work by presenting fifteen occupations. In every book, the reader can find out the kinds of jobs in a particular field, the work done in the various jobs, the skills and aptitudes needed for each occupation, the training and education required for each job, and the possibilities for advancement. Each book also includes suggestions for volunteer work, observation, and other activities that will introduce the reader to a particular field. On-the-job photographs and an index are also involved. The books cover jobs in agribusiness, business and office, communication, construction, helping the consumer and homemaker, saving the environment, fine arts and humanities, health care, manufacturing, marine science, marketing and distribution, personal services, public service, recreation, and transportation.

Cost: $5.50 each

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

c54 *File of Facts.* Chronicle Guidance Publications, 1976.

This compact desk file (index card size) combines information on training and educational requirements with titles of 3,000 occupations coded by DOT numbers. This counseling aid assists counselors in making junior and senior high school students aware of various occupations.

Cost: $60.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	●	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

c55 *Getting Your Money's Worth–Group I.* Society for Visual Education.

This series, which contains six full color filmstrips, three records or three cassettes, and six teacher's guides, provides information about consumer related economics, principles, and practical money management for junior high school students. Students learn basic consumer skills needed in today's complex marketplace and see how intelligent consumer practices help one get the most from resources. "Why You Need Consumer Know-How" discusses today's marketing pressures. "A Blueprint for Money Management" distinguishes between needs and necessities. "Buying Wisely" presents consumer skills. "Making Credit Work for You" explains credit bureau operation and the three C's of credit: capital, character, and capability for earning. "Saving to Reach Your Goals" shows the long and short term advantages of a savings program. "Let the Buyer Beware" discusses consumer fraud and consumer protection.

Cost: $68.00 set; $9.00 each filmstrip; $6.50 each record; $6.50 each cassette.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

* *c56* *Hello, World! A Career Exploration Program.* Addison-Wesley Publishing Company.

Nine student booklets and a teacher's program guide are included in this career exploration reading program. A controlled vocabulary makes these paperback booklets suitable for most students in grades 6 through 10. Each booklet explores the key occupational areas in a career cluster, including information on career ladders. The emphasis is on entry-level positions. Detailed studies of specific jobs are provided in the form of personal interviews with individuals working in one occupation of the career cluster. The text relates occupational planning to the school experience and attempts to develop an awareness of socioeconomic attitudes. The reader is also helped to evaluate personal interests, abilities, and attitudes. The photographs, all black and white, are realistic and show good ethnic and sexual balance. The most effective use of this material would be in conjunction with more dynamic forms of media, such as speakers and films, to make the occupations seem more alive.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c57 *How Do They Run It.* George Sullivan. Westminster Press, 1971. 128 pp.

This book presents management in the world of work and helps junior and senior high school students become aware of various aspects of management such as: directing, buying, living, selling, advertising, record-keeping, and maintenance. Management is portrayed in the bowling center, community pharmacy, ski area, restaurant, summer camp, chain supermarkets, general aviation airport, television station, commercial photography service, police precinct house, and department store. Short accounts, illustrated with photographs, tell how they are run.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c58 *LOOK. Learning Occupational Objectives Kit.* Chronicle Guidance, 1976.

This kit contains an instructor's guide, glossaries, data cards, and occupational and student profiles for up to thirty students, and is designed to help students become familiar with the many components of an occupation. It contains eight individualized units of instruction based on the *Third Edition D.O.T.* (Data, People, Things; General Education Development; Specific Vocational Preparation; Aptitudes, Interests, Temperaments; Physical Demands; Working Conditions). Each unit includes a short reading assignment, a self-evaluation exercise, and a research project. LOOK exposes students to over 300 occupational titles and directs them to complete profiles on four occupations of their own choosing. The entire program can be completed in ten classroom periods and can be used as resource material.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c59 *Military-Civilian Occupational Source Book.* Department of Defense. U.S. Government Printing Office, 1975. 306 pp.

This source book is designed to provide junior and senior high school students a starting point for investigating the opportunities for work experience and training available in the armed services. As a compendium for all the service branches, the source book contains a section concerning basic information applicable to military enlisted careers. This section includes a brief discussion of general military benefits; a delineation of present enlistment, training, promotion, assignment; an advanced educational program for each of the service branches; and an overview of the function and composition of the reserve components. The major portion of the source book is a compilation of 419 composite job statements relating military and civilian occupations. The job statements were formulated around three elements: the Department of Health, Education and Welfare, U.S. Office of Education Career Clustering System; the Department of Labor *Dictionary of Occupational Titles;* and the enlisted classification system of the five military services. Classification personnel from each branch of the service formulated a job statement and a summary of desired qualifications for each military job.

Cost: free

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c60 *Occupational Guidance, Volume VIII, Unit 2, Revision C.* Finney Company, 1975.

This book contains descriptions of twenty different occupations and could be used by students in junior and senior high school. For each occupation there is a description of work; earnings; history of occupation; working conditions; hours of work; ability required; temperament required; education and training required; finances required before earning; financial aids; attractive features; disadvantages; outlook for the future; licensing, unions, and organizations; suggested courses in high school; suggested high school activities; methods to enter work; purchasable material; visual aids; and testing your interest. There is also an alphabetical index with school-subject headings and cluster index.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c61 *Occupational Microfile.* Chronicle Guidance Publications.

This collection of sixty microfilm cards (fiche) contains about 575 briefs and reprints on various occupations. The microfile is revised annually for distribution in August.

Cost: $75.00; $156.00, microfiche reader.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c62 *Occupational Outlook Handbook, 1974-75 Edition.* U.S. Government Printing Office. 842 pp.

Presenting occupational information on over 800 occupations in thirty major industries, this book has facts on jobs available in the United States today. The handbook is suitable for independent use by students in grades 7 through 12, and detailed enough for use as a professional counselor's reference tool. Its purpose is to provide information that will increase the knowledge of career alternatives available to young people and will help them in making intelligent career plans. The text is indexed to further sources of information. The 1974-75 edition uses a new career clustering system designed to organize occupations by related activities. Topics include typical job duties, aptitudes, interests, required training and education, usual working conditions, and future job opportunities. The materials are updated every two years. This handbook is strongly recommended for career clusters, vocational libraries, and professional library collections.

Cost: $6.85 each (payable to Superintendent of Documents).

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c63 *Occupational View-Deck.* Chronicle Guidance Publications.

This self-evaluative counseling aid offers students opportunities to explore 605 occupations in order to find those compatible with their temperaments, interests, education, training programs, physical capabilities, and desired working conditions. The View Deck is keyed to the *Third Edition D.O.T.* and U.S. Department of Labor data.

Cost: $90.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c64 *Occupations 1.* Caroline Blakely, ed. New Readers Press, 1975. 64 pp.

This book presents fifty-three jobs and can be used by junior high school students who are exploring jobs. The jobs are presented by providing a story about a person working on the job. With each story there is a job description which provides more information on the duties of the job, working conditions, benefits, needed qualifications, pay, and chances for advancement. The seven areas of employment are: service occupations, service occupations in government, paraprofessional occupations, clerical occupations, hotel and restaurant occupations, driving occupations, and skilled manual occupations.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CD&A	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c65 *Occupations 2.* Dennis Schroeder, ed. New Readers Press, 1974. 64 pp.

This book presents fifty-three jobs and can be used by junior high school students who are exploring jobs. The jobs are presented by providing a story about a person working on the job. With each story there is a job description which provides more information on the duties of the job, working conditions, benefits, needed qualifications, pay, and chances for advancement. The seven areas of employment are: semi-skilled occupations, skilled occupations, technical occupations, clerical and sales occupations, paraprofessional occupations, self-employed occupations, and supplementary occupations.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CD&A	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c66 *People and Me.* Robert Carter and others. Benefic Press, 1975. 384 pp.

This textbook is designed to help students in grade 7 understand the world of work. The book is divided into five units. The first unit is aimed at making career exploration fun by presenting a flight into fancy and a preview of adult reality. The second unit gives a sampling of occupations in the following categories: mechanical, computational, scientific, persuasive, artistic, literary, musical, and social service. The third unit is focused on helping students develop understandings about competencies for career choices and on helping them get acquainted with the nature, range, and relatedness of occupations. The fourth unit emphasizes planning and the economic picture. The fifth unit emphasizes life styles in relation to career exploration. The focus includes attitudes, interests, abilities, and skills in relation to life styles and careers. The ideas are presented through twelve stories, eleven biographical sketches, two plays, and one poem. Each of the selections begins and ends with a skills and activities page. The book is illustrated. A teacher's guide is also available which provides comments and activities that relate to the student's book.

Cost: student book – $6.42; teacher's guide – $2.70.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CD&A	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c67 *Popeye and Environmental Careers.* King Features Syndicate, 1972. 32 pp.

This document uses a comic book format to present various careers associated with environmental field. The careers, background of the careers, and types of education needed are presented. A worksheet covering the material presented is also included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c68 *Popeye the Sailor and Health Careers.* King Features Syndicate, 1972. 32 pp.

This document uses a comic book format to present various careers related to hospitals. The duties associated with the careers and types of education needed are presented. A worksheet covering the material presented is also included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c69 *Preparing to Live on Your Own.* Society for Visual Education, 1976.

This series which contains four full color filmstrips, four records or four cassettes, and four teacher's guides, deals with basic outlooks, attitudes, skills, and information young people need when they leave home and can be used with junior and senior high school students. "Choosing a Place to Live" considers a number of living alternatives. "Financial and Legal Responsibilities" provides details of independent living in relation to financial and legal responsibilities. "Cooking and Housekeeping" tells how to get experience in housekeeping. "Adjusting to a New Way of Life" explores ways to combat feelings of isolation.

Cost: $56.00 set, $9.00 each filmstrip, with guide, $6.50 each record, $6.50 each cassette.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c70 *So You Want to Go to Work.* General Electric, 1972. 22 pp.

This booklet briefly describes job opportunities in the broad categories of communications, transportation, forestry and farming, building trades, services, clerical and sales, machine trades, mechanics and repair, and semi-skilled and unskilled work. None of the jobs described requires a college degree, but most require a high school diploma. This booklet can be used by junior and senior high school students who are becoming aware of various career options. Also included is a brief description of suggestions on how to get a job.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDMA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c71 *This I Can Be.* Robert Carter and others. Benefic Press, 1975. 384 pp.

This textbook is designed to make students in grade 8 aware of the world of work. The book is divided into five units. The first unit is a self-reflective analytical approach to the introduction of career explorations. The second unit provides a practical view of student employment and what is expected of a good employee. Basics such as writing an application letter and understanding want ads are also introduced. The third unit puts the employee skills presented in Unit II to practical use by paying attention to facts, detail and self-investigation. The fourth unit involves students in making choices and decision-making. An overview of career clusters provides concrete formation for further investigation. The fifth unit invites students to participate in crystal-ball gazing and then back to the concrete reality of politics and economics. There are fifty-four selections which are twenty-five articles, fourteen stories, ten biographical sketches, two plays, and three poems. Each selection begins and ends with a skills and activities page. The book is illustrated. A teacher's guide is also available which provides comments and activities that relate to the student's book.

Cost: Student book – $6.70; Teacher's guide – $2.70.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDMA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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10–12 *c72* *Agricultural, Forestry, and Oceanographic Technicians.* Howard Sidney, ed. J. G. Ferguson Publishing Company, 1974. 376 pp.

This book explores the many career opportunities available to graduates of agricultural, forestry, and oceanographic two-year post high school educational programs. The book covers twenty-six occupational fields with specific information on type of work done, necessary personal qualities, educational requirements, how to get the job, entry level jobs, advancement possibilities, license or certification, working conditions, earnings and benefits, and the future. Specialists write and review each article. In addition to a comprehensive index, this book contains a geographical listing of 568 educational institutions in the United States and Canada which offer the programs covered. Illustrated with hundreds of in-school and on-job photographs, this book is a source of practical career information for high school and two-year college students.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDMA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c73 *Armed Services VIEW.* Indiana University.

This microfilmed series, a cooperative program with the Department of Defense, provides information on armed services life style, pay and benefits, educational benefits, ROTC, service academics, other officer commissioning programs, the Reserve and Guard, and women in the armed services to senior high school students. Armed Service VIEW supplements existing VIEW programs with a deck containing 120 microfilm aperture cards with six pages of information on each. In addition to the deck, the Armed Service VIEW package will include an occupational handbook, a user index, and promotional materials.

Cost: free

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c74 *Career Clusters and the World of Work.* Educational Properties, Inc.

This program which contains a filmstrip, a cassette, and a teacher's guide, aids high school students to examine the fifteen career clusters as defined by the United States Office of Education. It could be effectively used for a career awareness review or as a lead to more thorough career resources. It could also be used before the administration of the JOB-O or Ohio Vocational Interest Survey (OVIS) examinations. The teacher's guide contains the filmstrip script.

Cost: $19.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c75 *Career Opportunities: Engineering Technicians.* Walter J. Brooking. J. G. Ferguson Publishing Company, 1969. 414 pp.

This book is designed to show both the wide educational opportunities open to the high school graduate, and the wide career opportunities available upon graduation from the two-year college program in the position of engineering technician. Each chapter was written by a specialist in the field and was reviewed by at least three other specialists in industry, education, or guidance. Each chapter includes type of work done, necessary personal qualities, educational requirements, how to get the job, entry level jobs, advancement possibilities, license or certification, working conditions, earnings and benefits, and the future. Illustrated with on-the-job and in-school photographs, the book presents all necessary information on technician work and education to help people make the best possible career decision.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c76 *Career Opportunities: Health Technicians.* Robert E. Kinsinger, ed. J. G. Ferguson Publishing Company, 1974. 364 pp.

This book examines in detail twenty-five major career areas in the health field showing over 150 specific job opportunities available to graduates of technical health programs. Each area is completely covered with specific facts about type of work done, necessary personal qualities, educational requirements, getting the job, entry level jobs, advancement opportunities, license or certification, working conditions, earnings and benefits, and the future. Each article was written and reviewed by specialists in that field. In addition to a comprehensive listing, the book contains a geographical listing of 1,592 educational institutions in the United States and Canada, and in-school and on-job photographs. This book can be used as a source of practical career information concerning health fields.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c77 *Career Opportunities: Marketing, Business, and Office Specialist.* Garland D. Wiggs, ed. J. G. Ferguson Publishing Company, 1975.

This book examines in detail twenty-six occupational fields in marketing, business, and office services showing over 300 specific job opportunities open to these specialists. The marketing section explores the vast possibilities involved in moving goods or services from source to consumer, including retailing, hotel and lodging, and transportation. The business sections cover the vast array of occupations that keep every business moving—the data processing, secretaries, and personnel-related jobs. Every field is completely covered with specific facts about type of work done, necessary personal qualities, educational requirements, getting the job, entry level jobs, advancement opportunities, license or certifications, working conditions, earnings and benefits, and the future. Each article was written and reviewed by specialists in that field. In addition to a comprehensive index, the book contains a geographical listing of over 1,500 educational institutions in the United States and Canada which offer programs in the fields covered. Illustrated with hundreds of in-school and on-job photographs, this book serves as a source of practical career information about the marketing and business fields for high schools and two-year college students.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c78 *Career Opportunities Boxes.* Houghton, Mifflin Company.

These five boxes of job information are categorized by the five major disciplines: English, social studies, mathematics, science, and foreign languages and are to be used to expand secondary school students' career awareness, exploration, and planning as they relate to particular disciplines. Each box contains 100 to 125 job cards which describe the nature of the work, relation of the job to a discipline, duties and responsibilities, working conditions, educational and personal qualifications, earnings and advancement, outlook related careers and specializations, and sources of additional information. A user's guide is also included for each box which includes background information and suggested methods and activities.

Cost: $48.00 per box; $1.20 examination kit.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c79 *Career-Tapes.* Macmillan Library Services.

This tape program, which is divided by cluster and training, contains three parts. *Exploring the Working World* (eighteen tapes) follows the USOE's guideline of dividing jobs into clusters. *Entering the Job Market Without Specialized Training* (twelve tapes) records interviews with young career people who chose to go directly to work without further specialized schooling. The *Expanding World of Technical Careers* (six tapes) covers the widest range of jobs in this career area. The voices on all of the tapes are those of actual young people.

Cost: Complete set $299.95; *Exploring the Working World* $164.85; *Entering the Job Market Without Specialized Training* $109.90; *The Expanding World of Technical Careers* $54.95.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c80 *Career Wheels.* American Personnel and Guidance Association.

This is designed to provide compact career and educational information in the general areas of social science, natural science, humanities, engineering, and business to high school students. Each twelve-inch disc contains information including a general description of each career area; descriptions of the various specialties in each area; model curricula studied in colleges, technical or professional schools; descriptions of representative positions, responsibilities and employers in each career area; single word concepts and related terms which are basic to understanding an education or career area; the kinds of challenges which attract individuals to and maintain their interest in the area they select as a career; and representative professional associations which give direction to the movement of a field and which help encourage individual professional development. There are five different wheels, one for each of the five general areas.

Cost: $5.00 per wheel to APGA members; $6.25 per wheel to non-members

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c81 *Career World: The Continuing Guide to Careers.* Curriculum Innovations, Inc.

This magazine, which is aimed towards the senior high school students, is published monthly during the school year from September to May. It is designed to make students aware of the various careers open to them. A teacher's edition is also published which provides suggested ways of using the articles.

Cost: $3.50 per student per school year; minimum of fifteen subscriptions to one address.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c82 *Changing Work Ethic, The.* The Guidance Associates.

This program contains two full color filmstrips, two 12" lp records or two cassettes and a discussion guide, and is designed to help senior high school students examine the work ethic. Part I contains short open-ended dramatizations that lead to built-in discussion breaks challenging students to discuss the following questions: Is hard work the key to success?; Is there any kind of honest work you wouldn't do?; Are you more or less materialistic than your parents?; Would you work if you did not have to? Part II examines rising job dissatisfaction from worker/consumer/employer viewpoints, and explores job enrichments as an approach to strengthening the work ethic. The discussion guide provides discussion materials and filmstrip scripts.

Cost: $48.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c83 *Community Service and Related Specialists.* Sylvia Bayless and others, ed. J. G. Ferguson Publishing Company, 1974. 306 pp.

This book enables young people to explore the many opportunities available to two-year college graduates in the following occupations: air traffic controller, airline flight attendant, audiovisual technician, correctional specialist, crime laboratory technicians, educational assistant, environmental science technician, fireman and fire science specialist, funeral service practitioner, institutional child care technician, journalist, law enforcement officer, library technical assistant, nursery education assistant, photographer, pilot, recreation specialist, social welfare assistant, traffic engineering technician, and urban planning technician. Each article was written and reviewed by specialists in that field and gives specific information on type of work done, necessary personal qualities, educational requirements, getting the job, entry level jobs, advancement opportunities, license or certification, working conditions, earnings and benefits, and the future. In addition, there is a geographical listing of 982 educational institutions in the United States and Canada which offer programs in all fields covered. Illustrated with hundreds of in-school and on-job photographs, this book is a source of practical career information for high school and two-year college students.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c84 *Encyclopedia of Careers and Vocational Guidance.* J. G. Ferguson Publishing Co., 1975. 1,500 pp.

This set, with over 600 illustrations, is designed to make high school students aware of various careers. *Volume One: Planning Your Career* contains five articles which discuss career planning and choice. Following these are seventy-one general articles describing major career fields. Each article describes the nature and basic functions of that field, gives a brief history, discusses present development trends and future outlook, and defines the areas of opportunity and general prospects for employment and advancement. At the end of each article is a glossary of terms and extensive cross-references to occupations described in Volume II. *Volume Two: Careers and Occupations* provides facts about over 650 occupations. Each occupational field, which is categorized by the DOT occupational group arrangement, introduces an overview and then describes in detail. Occupations are cross-referenced to the career fields in Volume I.

Cost: $39.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c85 *Handbook of Job Facts.* Science Research Associates.

Designed to supply concise, accurate and up-to-date career information, this handbook contains basic data on 300 major occupations. The reading level is suitable for senior high school students or adults. Information is arranged in chart form, alphabetically listed by job title. Column headings include: a brief description of job duties; the main industries and geographical areas of the United States where jobs are found; the number of individuals employed in the occupation; the education and training requirements; special qualifications (aptitudes, abilities, interests, character traits); ways to find employment; the normal line of promotion; nationwide data on the range of earnings for beginning and experienced workers; the opportunities for employment; the amount of competition expected for available job openings. Each occupation is coded for use with the SRA Occupational Exploration Briefs and the SRA Widening Occupational Roles kit. Supplementary, current career resources must be available to expand and update this handbook.

Cost: School price – $6.45; List price – $8.60.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c86 *Homes and Lifestyles: The Choice Is Yours.* Guidance Association, 1976.

This program, which consists of five-full color filmstrips (each eleven to eighteen minutes in length), five 12" lp records or five cassettes, and a teacher's guide, is designed to help high school students make rational decisions about some aspects of their lifestyle. *Part 1: The Home* presents the idea that different people have different priorities for the home and that various living situations exist. *Part 2: The Family Group* examines family relationships and how people operate in groups. *Part 3: Making Decisions* reviews effective decision making and its importance for the achievement of personal satisfaction. *Part 4: Your First Home* provides alternatives available in regard to housing and interior design. *Part 5: Patterns in Daily Living* examines some day-to-day tasks of home management and how and why people allocate resources such as time, energy, and money. The teacher's guide provides a teaching guide and filmstrip scripts.

Cost: $99.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c87 *Jobs and Gender.* Guidance Associates, 1971.

This kit includes two nine-minute color filmstrips, two 12" lp records or two cassettes, and a teacher's guide, and is designed to make students aware of possible sex stereotyping in career choices and can be used by junior and senior high school students. The filmstrips provide interviews with workers who have crossed the sex-work barrier and encourage students to explore their career choice to determine if they are planning to do what they want to do or what society expects them to do. The teacher's guide includes: teaching and decisions materials and filmstrip scripts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c88 *Life Career.* Bobbs-Merrill Co., Inc.

This game is a simulation involving education, leisure time, marriage, scholarship, and career opportunities. The game's purpose is to improve career decision making by providing: a feeling of what the future will be like; accurate information about the career alternatives or opportunities available; a sense of how a life cycle is patterned; and practice in decision making. The game is recommended for use at the senior high school and college levels, but the complexity of the game instructions may limit its use to students without reading problems. Players span eight years as decision-makers as a fictitious person. They determine how this person will spend each week of the next eight years. Periodically, players are fed back the consequences of these decisions in the form of game points, which indicate the relative satisfactions of the life they have created. The advantage of the game is its ability to widen the career and personal-social awareness levels of students in a safe, objective atmosphere that permits decision development without consequences. The disadvantages are the time needed to play the game, and the need for constant monitoring during game play.

Cost: $35.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c89 *Micro-Economy.* Harcourt Brace Jovanovich, Inc.

Game materials include a real estate map board, transportation board, auxiliary maps, a teacher's manual, and duplicating masters for money, deeds, promissory notes, and banking materials. This game's purpose is to orient students to the real world of work and to give them the opportunity to understand how the disparate elements of an economy mesh and are dependent upon each other. The level of game-play difficulty suggests a use limited to small groups of senior high school or gifted students. The game's concepts are good. Students are given a view of each job as part of the total economy, rather than as a meaningless, isolated fragment and students learn of potential occupations by exploring their own values. Game-plays require a firm grasp of a multitude of concepts and ideas.

Cost: Micro-Economy – $39.00; Teacher's manual (separately) – $6.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c90 *Navy Training/Civilian Careers.* U.S. Navy Recruiting Station.

Over 400 different civilian occupations with *Dictionary of Occupational Titles* codes are matrixed in relation to their military job classifications. This handbook includes descriptions of all Navy ratings, and outlines training programs in effect on June 30, 1974. It is suitable for use by most students in grades 9 through 12 without supervision, and detailed enough to be an excellent reference on the Navy for the professional counselor. It offers comprehensive coverage of the vocational training opportunities with the Navy. Each Navy job includes: a description of the job duties; the training program's admission requirements; the content of the training program; and civilian occupations related to that job title. The handbook stresses the need for prospective recruits to get all the education possible with high school graduation considered the minimum educational level for most recruits. This handbook is updated regularly by the Navy. Call or go directly to nearest office for free copies.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c91 *OCCU–FILE.* Occupational Awareness.

This kit contains mini-briefs on 300 occupations and mentions 1500 related occupations to emphasize upward mobility, four self-counseling transparencies to aid in decision making, and two years of free updating for continued currency of career information. The mini-briefs are organized by general educational level requirement for entry into the occupation, and contain information on education requirements, related choices, competition in employment, financial rewards, and advantages and disadvantages on each of the 300 occupations. The transparencies, which can be used on the overhead projector or duplicated, aid students in self-assessment, career exploration, occupational decision making, and future programming. The OCCU-File can be effectively used in counseling offices, libraries, career centers, and career classes in the high school.

Cost: $98.75

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c92 *Occupational Learning Systems: Career Information Library.* Hoffman Educational Systems.

This library which consists of 300 individual career counseling modules provides career information to senior high school students. Each module contains a two-minute cassette-tape narration and twelve filmstrip frames portraying men and women performing their jobs. Each module is a complete unit in itself. The Career Counselor Reference Guide, which is designed to be used with the library contains three major sections. Section I provides implementation procedures and student interest inventories and worksheets. Section II contains an index of the 300 career titles with career definitions and DOT reference numbers. Section III provides sources of additional career information.

Cost: $11.95 per module; $11.95 for Career Counselor's Reference Guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c93 *On the Job.* J. G. Ferguson Publishing Company.

This series of sixty-five work diaries was written by individuals currently employed in those fields. The reading level is suitable for most students in grade 9 through adult education. The book attempts to show what it is like to hold a particular job day after day. The information included is relevant to career exploration. The qualifications individuals need to be hired for the job, as well as the duties they must be willing to do once they are hired for the job (for example, evening and weekend research to meet a legal deadline), are also discussed.

Cost: $5.95; $5.00 for 3 copies or more.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c94 *Paycheck Puzzle, The.* Guidance Associates, 1973.

This kit includes two ten minute color filmstrips, two 12" lp records or two cassettes, and a teacher's guide and is designed to explain to students who will be going into employment soon, what is deducted from a paycheck. The filmstrip-sound presentation is in story form and has cartoon characters. Part 1 describes the different deductions that are made. Part 2 describes the benefits one receives from the deductions. The teacher's guide includes teaching and discussion materials and filmstrip scripts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c95 *Report.* Department of Defense.

This periodical is designed to inform students of responsibilities, benefits, and opportunities associated with the Armed Forces. The various issues contain illustrated articles portraying modern military techniques, equipment and specific skills possessed by men and women in the services today. Published monthly during the school year, except December and May, the periodical is distributed free of charge to high schools, colleges, universities, libraries, and ROTC units requesting the services.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c96 *Teaching A Course in Personal Economics.* James Canfield. Joint Council on Economic Education, 1971. 69 pp.

This guide is mainly a presentation of twenty-two lesson plans. Each plan includes: background information for the teacher, the aim of the lesson, and how to present the lesson. Also included is: information on materials needed, further readings, and discussion questions. The lessons cover four main areas: an explanation of personal economics, the worker and personal economics, and the citizen and personal economics. A discussion of the structure of personal economics is also included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c97 *Teaching Personal Economics in the Business Education Curriculum.* Joint Council on Economic Education, 1971.

This guide is designed to assist business teachers in presenting the concepts and skills related to personal economics to their students. The guide is divided into two parts. The first part contains seven units which could be used with the students. These units provide information on income, spending, using credit, saving, investing, and making economic decisions as citizens. A bibliography is also included. The second part of the guide contains additional teaching resources which includes a position paper on economics and the consumer.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c98 *Teaching Personal Economics in the Home Economics Curriculum.* Joint Council on Economic Education, 1971. 99 pp.

This guide is designed to assist home economics teachers in the teaching of personal economics. The guide is divided into two parts with the first part divided into five units. Four units can be used as supplements to the courses offered in the home economics curriculum or can be used as an individual course. The units cover personal economics in relation to clothing and textitles, housing and home furnishing and human development and the family. The fifth unit is a collection of case studies with suggested questions, answers, and discussion. Each of the first four units contains objectives, economic understandings, and suggested learning experiences. The second part of the guide contains additional teaching resources which includes a position paper on economics and the consumer.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c99 *Teaching Personal Economics in the Social Studies Curriculum.* Joint Council on Economic Education, 1971. 87 pp.

This guide is designed to introduce the study of personal economics into the social studies curriculum. It is divided into two parts. The first part contains four chapters which cover topics such as: the structure of personal economics, an analytical framework of economics, and teaching personal economics in the social studies curriculum. The last chapter contains some sample curriculum units. The second part of the guide contains additional teaching resources which includes a position paper on economics and the consumer.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

c100 *Test of Understanding in Personal Economics: Interpretive Manual and Discussion Guide.* Joint Council on Economic Education, 1971.

This guide is to be used with the "Test of Understanding in Personal Economics." The test, which was fully field tested, is designed to be used as a pre- and post-test to the Joint Council on Economic Education's series of guides for teaching personal economics in business, home economics, and social studies courses. This guide discusses such items as the development and use of the test, administering the test, scoring the test, use of the test in the classroom, item discussion guide and rationale, technical data, and materials associated with the test. Within the technical data section, information is provided by the Psychological Corporation on the comparative scores obtained by students in grades 9 through 12 in the different course areas. Also provided is the percentage of correct answers to each question.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

c101 *Texas VIEW (Vital Information for Education and Work).* Education Service Center. 93 pp.

This is a document describing the Texas Vital Information for Education and Work (VIEW) program designed for use by counselors, teachers, librarians, and other professional personnel as a system for presenting current job and education information to students. All materials are presented in sample form and a complete index of viewscripts is included. Program materials appear in the form of a leader's guide which is divided into ten sections covering what work is, why work, where to find work, preparation for work, work tasks, pay, hours, required knowledge, worker requirements, and how school can help. These ten sections are merged with four age-grade levels and concepts added to create a user's model.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	●	☐	☐	☐	●	☐	☐	☐	●	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

c102 *What's It Like to Be an Engineer.* General Electric, 1974. 25 pp.

This booklet describes various specializations within the career field of engineering. The booklet is useful for senior high students as they become aware of various careers. Mechanical, electrical, chemical, civil, industrial, aerospace, architectural, marine, agricultural, computer, metallurgical, ceramic, biomedical, petroleum, nuclear, mining, and geological engineers are discussed. Also included is a list of organizations which can be contacted for more career information.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

c103 What's It Like to Be a Technician. General Electric, 1975.

This booklet briefly describes different types of technicians. It could be used by high school students becoming aware of various careers. Technicians in the fields of science, engineering, health service, aviation, computer technology, broadcasting, and design are discussed. There is also a list of organizations to contact for more career information.

																CAREER GUIDANCE AND COUNSELING PROGRAM										
GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c104 Wisconsin Apprenticeship Notebook: Guide to Apprenticeable Occupations for Guidance Counselors. Wisconsin Departments of Industry, Labor and Human Relations, 1974. 49 pp.

This booklet describes various apprenticeship programs. It provides information on the employment outlook, working conditions, and duties associated with building and construction, industrial, service, and printing skilled occupations. There are also brief discussions on apprenticeship information sources, and qualifying and applying for apprenticeships.

																CAREER GUIDANCE AND COUNSELING PROGRAM										
GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c105 Your Civic Responsibility. Guidance Associates, 1976.

This program consists of two full-color filmstrips, two 12" lp records or two cassettes, and a teacher's guide and is designed to make students aware of the role of individual responsibility in the society. *Part I: Why Should You Care?* provides case studies of people who have been involved in various social causes, volunteer work, and student government roles. Questions, at the end of the filmstrip, invoke discussion of civic responsibility in terms of conscience, law, dissent, and protest. *Part II: What Can You Do?* provides in-depth treatment of four examples of civic involvement and examines four kinds of civic organization. The teacher's guide provides teaching and discussion materials and filmstrips.

Cost: $48.50

																CAREER GUIDANCE AND COUNSELING PROGRAM										
GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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c106 *Your Money—Going or Growing?* Bernard Schneider. Finney Company, 1974. 72 pp.

The purpose of this workbook is to assist high school students, as consumers, in understanding economics. The workbook is divided into eight main sections. Each section is made up of a discussion of the topics and an assignment for the student. The topics covered include: borrowing money, buying with cash or credit, charging purchases, bank services, savings bonds, insurance, getting full value, and consumer frauds.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					CAREER GUIDANCE AND COUNSELING PROGRAM SUPPORT	
K-4	4-8	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PD	E	CGP	C	FU	FT	P	SD	CR
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II. CAREER GUIDANCE AND COUNSELING PROGRAM PROCESS

d1 *Application of Vocational Development Theory to Career Education.* Marla Peterson. The Center for Vocational and Technical Education, 1973.

Vocational development theories categorized as trait-and-factor approaches, decision-model approaches, sociological approaches, psychological approaches, and developmental approaches are presented to show how they might be applied in elementary, middle, and high school career education programs. The paper describes The Multi-Component Career Education Curriculum Model, developed at Eastern Illinois University, as an example of the current use of vocational development theory, and curriculum development theory in formulating curricular materials and procedures for career education programs. It is emphasized, that in building such programs, the interaction of the various theories is needed, not just the application of vocational development theories alone. (MF)

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d2 *Attitudes and Orientations of Rural Groups and Effects on Educational Decision-Making and Innovation in Rural School Districts.* Hughes W. Larry and Spence, L. Dolphus. ERIC/CRESS, 1971. 52 pp.

The research synthesis in this monograph is restricted to exploring the effects of attitudes and orientations of rural groups on rural schools. This booklet is divided into the following four categories: (1) the nature of rural community groups and its effects on educational decision-making, (2) the attitudes of rural teachers, (3) the rural school children and young people, and (4) a summary and conclusions. References and selected sources make up the appendix of this monograph.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d3 *California Pilot Career Guidance Center Program Guide.* Department of Education, San Diego County, Department of Education, 1975. 319 pp.

This document provides guidance specialists at the junior and senior high school levels with the tools to improve their students' career development skills, attitudes and values. This publication is divided into fourteen chapters, and includes the following topics: (1) rationale for career development, (2) California career guidance program and conceptual framework, (3) goal and objective development, (4) guidance resources, techniques, and unit development, (5) evaluating career guidance programs, (6) staff development framework, and (7) the role of community involvement in career guidance. Included is the California Career Guidance Program Advisory Committee Handbook.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d4 *Career Based Curriculum Project.* John D. Moore. Union County (North Carolina) Schools, 1975.

This is an interim report of a project to install a career-based curriculum in the schools of Union County, North Carolina. The report includes sections on goals and objectives, curriculum development, major activities, evaluation of the program, in-service education, and the dissemination of results (news articles, periodical publications, etc.). The release could be used by career guidance project directors as an aid in planning aspects of a project.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d5 *Career Development in the Elementary School.* Robert L. Gibson. Charles E. Merrill Publishing Company, 1972. 81 pp.

This monograph is designed for the administrator who needs a basic guide to understanding, developing, and implementing a career development program in the elementary school. It could serve as a textbook for counselor, elementary teacher, and administrator preparation. Chapters 1 and 2 provide rationale and guidelines for a career development program in the elementary school. Chapter 3 discusses specific activities of such a program (with illustrations). Chapter 4 suggests approaches to program development in the elementary school.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d6 *Career Education: A Newsletter Series.* Kenneth B. Hoyt. Science Research Associates, 1975. 44 pp.

This paper relates career education in a practical and realistic way to counselors, classroom teachers, parents, and the business community. Questions that relate to career education get answers and receive successful implementation.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d7 *Career Education: Career Awareness and Exploration.* Charles Dugger. Peoria Public Schools District 150, 1972. 117 pp.

This publication presents the rationale and planning for Project People of Peoria—their plan for academic education through career education. The handbook was developed to illustrate the process that elementary schools utilized in installing career awareness and exploration programs. Included are goal statements; responsibilities for career education; communication; interviewing; career visits; organizing units; academic education through career education; and curriculum unit guides. Career education coordinators and administrators who wish to install career education in elementary school may find this publication helpful in the process.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d8 *Career Education: Handbook for Implementation.* U.S. Department of Health, Education and Welfare. U.S. Government Printing Office, 1972. 96 pp.

This handbook is divided into four major chapters: (1) career education concepts, (2) the need for career education; (3) career education in practice, and (4) career education implementation. This publication can help familiarize the reader with the nature and advantages of career education. Rural high school personnel, interested in the career education concept or desiring to implement it into the curricula of their local school systems, should find this document very useful. A selected bibliography on career education is included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d9 *Career Education: In-Service Teacher Education.* Peter G. Haines. ERIC Clearinghouse, The Center for Vocational Education, 1973.

This publication is on planning and management of an in-service delivery system for the implementation of a K-12 career education program. One section is on strategies for in-service education. The author proposes that the in-service for career education involves management decisions regarding (1) the strategy, (2) the structure, and (3) the system. An instructional system Case Study of a pre-service career education module for seniors is described in the publication. The Appendices contain two survey instruments. This publication should help staff development personnel in planning in-service career education programs in regards to "the strategy or goals sought, the target groups being served, or the methodology or techniques of such programs" (p. 1).

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
☐	☐	●	●	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐

d10 *Career Education: Practitioner's Ideas for Implementation.* J. H. McMinn. Mississippi State Department of Education, 1974. 61 pp.

This publication is designed to assist school personnel in implementing and integrating career education concepts into the school curriculum. It can be used as a guide for school administration, teachers, and career staff personnel in the development and implementation of pre-service and in-service training programs. The publication presents a career education model (K-12) built around career awareness in grades K through 6; career exploration in grades 7 through 9; and career preparation in grades 10 through 12. Career education is defined and interpreted, roles and responsibilities are outlined, instructional procedures are provided, and a model presented.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d11 *Career Education: Report of North Carolina Career Education Task Force.* North Carolina Department of Public Instruction, 1973.

A state plan for career education in North Carolina focusing on a definition of career education, major goals, specific roles to be assumed, and identification of components is described. Major goals are outlined: learning to live, learning to learn, and learning to make a living. These goals are to be implemented through a three-phase career education program which provides for awareness in the elementary, exploration during the middle years, and skills' training at the high school level. Five major components are recommended for North Carolina's program: (1) curriculum design for K-12; (2) a professional development plan for all groups involved with career education; (3) a plan for community involvement; (4) development and acquisition of appropriate teaching materials, equipment, and facilities; and (5) an adequate system of evaluation. Procedures to be employed at the local level are suggested and a design for implementation is recommended to the state superintendent and the state board of education.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d12 *Career Education: The New Frontier.* Ralph Ressler, Charles A. Jones Publishing Company, 1973. 147 pp.

Principles and guidelines are set forth in this document to help school personnel in building quality career education programs. Major topics making up this book are: the role of career education, historical background of career education, comprehensive career education, implementation of career education, activity in elementary career education, elementary career education facilities, career education in the middle grades and initiating career education. This publication may be helpful to school personnel for it describes how to implement career education concepts in the school.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d13 *Career Education and Maine: General Information.* University of Maine, Orono, 1973. 268 pp.

The authors in this curriculum guide stress that career education is involved in the total educational program of the school and that career education can provide the opportunity for education to become a relevant and meaningful experience for students. This document is comprised of the following major components: career education, roles of individuals and organizations in career education, career awareness in the elementary school, career exploration in the middle and junior high school, career preparation in the high school, and career education resource activities. Throughout the entire document a standard format is used to present each activity. Furthermore, this guide provides educators with a model for developing career education concepts, activities and resource materials. The appendix includes the career education programs in the planning or operational stage in Maine, an extensive bibliography, and a list of publishers of career related materials. Rural school personnel, in need of a model guide or wishing to develop a career education curriculum guide, may want to examine this document as a starting point.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d14 *Career Education and the Elementary School Teacher.* Kenneth B. Hoyt et al. Olympus Publishing Company, 1973. 204 pp.

This is a textbook designed to prepare elementary teachers to become active participants in the career education program. The book begins with a conceptual base and moves rapidly to rationale with examples of activities which a teacher could utilize in implementing career education. Career education is then tied to the term "Career Development" and linked with human growth and development. This provides rationale for broader program planning and includes the school-community-labor market linkage and the home and family relationships. Teacher pre-service and in-service training is discussed and helpful suggestions are provided in this area. The book concludes on a note of present status and directions with an extensive index of terms, topics, and names.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d15 *Career Education Handbook for Rural School Administrators.* Everett D. Edington and Howard K. Conley. ERIC/CRESS, 1973. 100 pp.

This handbook provides material and resource data relative to career education that might be utilized by the rural education leader in developing, implementing, and conducting a career education program. This handbook includes some of the following items: suggested career education programs for the elementary school, junior and senior high school; sources of curriculum materials; a survey of existing programs and an extensive bibliography. This document could be used as an in-service guide for the school administrator desiring to initiate a program of career education in the local school.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d16 *Career Education in the Middle/Junior High School.* Olympus Publishing Company.

The purpose of this book is to assist educational administrators and teachers to become more effective in two aspects of human development tasks: the development of values; and the discovery of talents related to achievement and service. Topics include: career education in the basic academic curriculum and in the fine and practical arts curriculum; work observation; simulated work experience projects; a career education program for junior high schools; and current, innovative ideas in career education. This book is comprehensive enough to serve as a standard reference source on career education as it applies to grades 6 through 9.

Cost: $5.95.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d17 *Career Education Learning System, A.* Division of Program Planning and Needs Assessment, Texas Education Agency, 1975.

This is a report of one of the activities being conducted in Texas in the process of adopting career education for schools. The printed booklet describes the process of data collection of a statewide survey based on the question, "What should an individual look like when he or she is seventeen years old and has become adequately developed in terms of career education?" From the responses received, the planners developed nine broad categories with their supporting career education concepts. *Basic Learner Outcomes for Career Education* is one of the twenty-two developmental test booklets included in the booklet. A discussion of the Processes and System Elements and Matrix of Learner Outcomes is included. Administrators, evaluators, teachers, and counselors will be able to use this booklet in establishing and evaluating the development of career education programs.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d18 *Career Education Measurement System. Field Test Evaluation.* Division of Program Planning and Needs Assessment, Texas Education Agency, 1975.

This mimeograph describes the results of information gathered from 516 classrooms and 15,000 students throughout the state of Texas. The purposes of the survey were to see if the items on the twenty-two questionnaires were adequate measures of outcomes (seventy-eight career education concepts), to see if the directions for administration were understandable by teachers and students, and to find out how best to score the instruments. The bulletin contains a summary of the data analysis by the results and the next steps. The test evaluation form is included. This release may be of value to state and local personnel who are charged with the development and evaluation of career education efforts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d19 *Career Education Project.* Anne E. Price. Division of Curriculum Services, St. Louis Public Schools, 1974. 18 pp.

This handbook helps elementary teachers infuse self-awareness, career awareness, and career exploration into their present curriculum. The handbook discusses three identified career education domains, occupational clusters, a field trip planning guide, a teacher's self-evaluation form, steps for developing a lesson or unit, and a form for lesson planning. In-service instructors and elementary teachers may find the publication an aid for organizing lessons and units in career education.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d20 *Career Guidance, Counseling and Placement Elements of an Illustrative Program Guide: A Life Career Development Perspective.* Norman C. Gysbers and Earl J. Moore, ed. University of Missouri, 1974.

This publication is a guide for developing and implementing a career guidance, counseling, and placement program. The guide is organized by chapters. Chapter 1 defines career guidance and counseling and examines the need for making the program a "mainstream and integral part of the total educational process" (p. v). Chapter 2 "describes a model for career guidance, counseling and placement based on a life career development perspective" (p. v). Chapter 3 "describes how a model can be translated from need statements (concepts) into goals, objectives and activities" (p. v). Chapter 4 "outlines how concepts, goals and objectives can be organized and displayed to represent a comprehensive career guidance, counseling and placement program" (p. vi). Chapter 5 "focuses on evaluation-based procedures to be considered in developing, installing and maintaining a program" (p. vi). Additional concepts, goals, objectives, examples of activities, and resources are in the Appendices. State and local leaders may wish to consider this publication as they are developing and/or modifying their own state or local guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d21 *Careers for Peers.* Elaine K. Binders and Shulamith R. Elster. Wider Opportunities for Women, 1975. 82 pp.

This comprehensive document is primarily designed for use by teachers and counselors. Use of the ideas presented can help students increase their awareness of sex stereotyping and their ability to find jobs, provide techniques to improve students' skills needed in making career decisions, and train students to work with their peers. Topics reviewed in the manual are: developing a career center, training students as information specialists, giving employment information, discussing sex-role stereotyping, making a self-assessment, researching career fields, making career decisions and discussing job-finding techniques. Included with this document is a set of four student booklets discussing ways of finding a job and exploring occupations.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d22 *Community Involvement and the Schools.* Robert Weishan and Mattheis Drakis. The Center for Vocational Education, 1975. 30 pp.

Career education, career preparation, community, and school-community relations are defined in this concept paper. The following six propositions are forwarded: (1) Initially, the school assumed limited responsibility for career preparation. But this responsibility has increased greatly over the years. (2) Today, the school is a primary source of career preparation. (3) School-community relations have not kept pace with the growth of the school's career preparation responsibilities. (4) The school can be viewed in a variety of ways relating to career education and career preparation. "School-based career education" assumes that the current school system will remain intact. (5) The school cannot meet the goals of career education unless the relationship between the school and the community is changed. (6) Career education requires new varieties of school-community relations.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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d23 *Cross Discipline Planning.* Gerard P. Antonelis and George B. Jemeo. Olympus Publishing Company, 1973. 68 pp.

This booklet provides information to secondary educators and administrators on cross discipline planning for career education. The six chapters are entitled "Cross Discipline Planning: A Definition," "Preparation and Conditioning," "The Administrative Challenge," "The Pivot Discipline," "The Planning Meeting," and "Guidance as a Pivot Discipline." An appendix provides two examples of how cross discipline planning works.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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d24 *Developing Careers in the Elementary School.* Norman C. Gysbers, Wilbur Miller, and Earl J. Moore, eds. Charles E. Merrill Publishing Company, 1973.

A collection of articles is organized into three chapters. Chapter 1, "The Importance and Meaning of Career Development," is a collection of theoretical writings relating to basic constructs associated with career development in general and elementary career development more specifically. Chapter 2, "What Influences Career Development," tends toward organizing articles dealing with some of the educational issues which need to be considered as part of the developing career education program in the elementary school. Chapter 3 "Programs and Activities to Facilitate Career Development," is a practical display of activities and techniques to be used in career development programs and also touches upon the organization and planning of a career development program. The book could be very valuable as a supplemental resource for any counselor training program and could also prove useful to the elementary educator desiring a broad overview of career development as it might apply to the elementary setting.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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d25 *Educational Planning.* Fred J. Brieve, A. P. Johnston, and Ken M. Young. Charles A. Jones Publishing Company, 1973. 179 pp.

This book details the basic concepts and skills necessary for educational planning. Part I, "Educational Planning," has fourteen chapters, each with an information section, a procedure section, a pitfalls section, an example section, and an apply your understanding section. Part II, "Apply Your Understanding: Planning for Marketable Skills," is an example of the planning process with a focused problem. Part III, "A Workbook," takes the reader through the process of planning—designing an information system, establishing the planning arena, establishing goals, assessing needs, identifying resources and restraints, formulating objectives and priorities, generating alternatives, analyzing alternatives, selecting alternatives, developing and implementing the process objectives, evaluating the process and performance, and modifying the system. Administrators and others who face diverse planning problems in local school districts may find value in the ideas presented in this book.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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d26 *Educator's Handbook for Secondary Career Guidance Programs: New Hampshire Guidelines.* Richard A. Gustafson et al. New Hampshire Research Coordinating Unit, 1975. 148 pp.

A plan for delivering a career guidance program at the local school district is presented. The document has nine sections: Needs Assessment; Organization and Management; Program Activities (areas covered are values, decision making skills, and world of work and leisure); Career Information Centers; Community Services; Counseling Services; Placement Services; Follow-Up Services; and Evaluation of Services. In the Needs Assessment section, there is "A Model for Educational Planning," instructions for conducting a survey and the survey form. In the Program Organization and Management, the following topics are addressed—needs, objectives, program structure and content, personnel, budget, evaluation, and plans of action. The Career Information Resource Center section has information on facilities and location, activities and staffing, materials and acquisition, and a catalog of materials. The Placement section has information on preliminary considerations, probable services of high school placement programs, and hypothetical situations. State and local educational leaders who are responsible for planning of career guidance programs may find the materials included in this publication to be of value in the planning process.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d27 *Elementary School Guidance Counselor: A Developmental Model.* Moy F. Gum. Minnesota Department of Education, 1969. 48 pp.

A conceptual model dealing largely with role, function and preparation of the elementary guidance counselor is presented. The paper is organized into four areas: Introduction and Background; Rationale for Elementary Guidance: A Developmental Viewpoint; Development of the Elementary Guidance Counselor; and The School Environment.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d28 *Experienced Based Career Education: An Annotated Bibliography.* Anne E. Stakelon and Joel H. Magisos. The Center for Vocational Education, 1975. 41 pp.

This forty-one page document contains seventy-five citations using the search strategies of:

Concept	Index/Search Terms
Career Education	Career Choice, Career Education, Career Planning, Occupational Choice, Occupational Guidance
Experience Based Programs	Apprenticeships, Cooperative Programs, Field Experience Programs, Internship Programs, Off-the-Job Training, On-the-Job Training, Work Experience Programs, Work Study Programs (p. v)

Each citation is in the form of an abstract. Persons who need to review the latest literature pertinent to the above descriptors may find this publication to be useful.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d29 *Final Report: Career Days Exemplary Project.* Philip A. Watkins. Hill-Dale High School (Hallowell, Maine), 1975.

This is a final report of an exemplary project. The purpose of the project was to introduce junior-level students to possible careers by having mini-trips to places of business. Also, three faculty members were given released time to visit schools with career education programs so they, in turn, could make recommendations for career guidance in their own school. This report includes the summary of students attitudes about the mini-trips, reports of the places visited by the students, and the career guidance recommendations made to the superintendent. This report may be useful for guidance counselors and teachers who want to plan for expanding their present career guidance program.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d30 *Final Report, Project Guidance in Vocations and Education (GIVE).* Roy Bagley. SAD No. 51, Cumberland Center, Maine, 1975.

This is a report of a project to increase the use of career education concepts in the curriculum (K-12). It includes details of the staff development program, suggested objectives and activities for the vocations and education program (K-12), guidelines for interviewing and field trips, copies of the Career Gram which were utilized to inform others about the activities of students in the program, and the evaluation report by an outside agency. This report could be utilized by teachers and counselors involved in a K-12 career education program.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d31 *Goals and Performance Indicators: A Reference Guide.* Michigan Department of Education, 1971. 69 pp.

This document describes a model for career education in Michigan. The content of career development is divided into four major components: self-awareness, career exploration, decision making, planning and placement. These components, in turn, are individually organized into specific outcomes. Throughout this document diagrams are provided to facilitate comprehension of items discussed. In addition, a major portion of this publication is devoted to the career development performance indicators which are expressed in terms of individual outcomes. This publication was designed and geared specifically for teachers and counselors planning a career education curriculum, kindergarten through adult.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d32 *Guidance Program for Rolla Freshman High School and Rolla High School.* Rolla (Missouri) High School.

This publication describes a career guidance program designed upon baseline data collected from a state survey in 1972-73. The program is organized around priorities established for grades 8 through 11. Each priority lists activities, specific procedures, resource personnel, time table, budget, and criteria for evaluation. Activities relate to staff development, counselor activities, and student activities. Guidance counselors, who have responsibility for developing guidance and counseling programs based upon state baseline data, may find value in reviewing this publication.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d33 *Guidance Services for Ohio Schools.* Martin Essex, Ohio State Department of Education, 1971. 18 pp.

This document directs attention to guidance as a functional part of the total educational process. Elementary school guidance is described as being concerned with the continuous and maximum development of all pupils. All elementary personnel are seen providing a learning climate to assist each individual in early identification of individual differences and designing educational programs to meet the needs of pupils. The junior high school guidance program is described as the preparation of students for subsequent educational experiences including related decisions. Senior high school guidance services are seen as helping students become aware of themselves and the world, assisting students in taking advantage of opportunities available and developing responsibility for their decisions. Guidance services are presented within a framework of nine dimensions which are described as: Information Service, Pupil Appraisal and Record Service, Group Guidance Service, Counseling Service, Consultative Service, Parent Conference Service, Resource Coordination Service, Placement Service, and Evaluation and Planning Service. A section on administering guidance services is included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d34 *Handbook for Career Guidance Counselors, A.* Robert W. Walker et al. Illinois Division of Vocational and Technical Education, 1975. 282 pp.

This publication is a handbook for counselor-coordinators of exemplary programs in careers or career education. The handbook contains a Coordinator's Section, five sections of obligations to challenge the counselor-coordinator to provide leadership for career guidance, and an appendix. The five challenges for the coordinator's plan for involvement are: (1) How can the school and community be informed about career guidance? (2) How can students identify and choose programs and courses? (3) What experiences contribute to the development of career planning skills? (4) What is appropriate help for students seeking employment and/or further education; and (5) How can follow-up evidence be collected which contributes to program planning? Each section has an objective, a listing of coordinator's obligations and a list of alternative activities. The alternative activities state a purpose, suggests who will implement, and suggests tasks and resources. Counselor-coordinators, who have a need for an array of career-relevant activities and the personnel and materials which make them function, may find value in using this handbook.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d35 *Implementing Career Education Programs.* J. H. Kerlan, ed. Minnesota Department of Education, Pupil Personnel Services Section, 1975. 118 pp.

This comprehensive publication provides suggestions for school systems wishing to implement career education programs. The focus of this printed guide is on strategies of organizational changes as applied to career education. The guide includes the following major divisions: needs assessment, career education plans and implementation, the use of consultation, staff development, evaluation, and a series of example programs and resources.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d36 *Life Career Development: Reference Book—Concepts, Goals, Objectives, Activities.* Norman C. Gysbers et al. Career Guidance, Counseling, Placement Project, University of Missouri. 63 pp.

This document provides concise "how to" information related to a well-designed model of career development. The model is constructed from a foundation of four domains: (1) Self-Knowledge and Interpersonal Skills, (2) Knowledge of Work and Leisure Worlds, (3) Career Planning, Knowledge, and Skills, and (4) Basic Studies and Occupational Preparation. The system of numbering and outlining the Domains, Concepts, Goals, Developmental Goals, Performance Objectives and Activities-Resources-Outcomes is demonstrated in complete detail. Terms are defined and samples of developing programs from domain to activity are formated through grade levels. Program strategies are outlined briefly and a short list of reference materials is provided.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d37 *Maine Curriculum Guide for Career Education K-12.* Edward Johnson. University of Maine, 1973. 268 pp.

This curriculum guide provides the educator with a model for developing concepts, activities, and resources to infuse career education into the curriculum. The guide is organized into six chapters with appendices. Career education is introduced; the roles of individuals and organizations are discussed as they relate to career education; then the curricular model is presented as: career awareness in the elementary school, career exploration in the middle and junior high school, and career preparation in the high school. Resource activities and appendices complete the guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d38 *Models for Career Education in Iowa: Selected Occupations by Clusters for Use in Elementary Schools.* Iowa Department of Public Instruction, 1973.

The fifteen occupational clusters defined by the U.S. Office of Education are used as the organizational framework for a listing of various occupations. This model is to be used by teachers in the elementary grades. Another organizational device is also incorporated to give additional assistance to a teacher attempting to use the materials. The clusters are arranged in four occupational levels—Level 1 lists occupations which directly affect the student's way of life; Level 2 lists occupations directly affecting the student or family; Level 3 lists occupations having an indirect effect on a student through the family or the community; Level 4 lists occupations the student may not be aware of. The index is a listing of career education programs which have been reduced to microfiche. The list shows curriculum or services area for which the program was developed, and the microfiche number is supplied.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d39 *Occupational Information in the Elementary School.* Willa Norris. Science Research Associates, Inc., 1963. 243 pp.

Occupational information in the elementary school addresses itself especially to elementary school counselors and teachers. This document is divided into two major sections; each section is then subdivided into principal areas. In the first part of this book, the following topics are discussed: (1) the importance of occupational information at the elementary school level, (2) the overall program of occupational information, (3) early elementary school—a study of home and community, (4) the later elementary school—industry approach. A selected bibliography and index are included for the reader in this section of the document. The second part of this book is devoted entirely to a variety of resource materials. Some of these resources are: occupational books and pamphlets, occupational films and filmstrips, occupational songs and the key to record producers-distributors. Furthermore, a variety of approaches that can be used in presenting occupational information in the elementary classroom is explored. Rural teachers and guidance workers on the elementary level will, therefore, find this text to be a source of much helpful data.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d40 *Occupational Manpower and Training Needs.* U.S. Department of Labor, 1974.

"This bulletin presents both general and detailed information on the relationship between occupational manpower requirements and training needs. It was prepared as part of the Bureau of Labor Statistics program for preparing and disseminating projections of the economy to 1985 and information on the manpower implications of these projections. Chapter 1 of this bulletin discusses how occupational projections and training data can be used for planning and counseling. Chapter 2 presents an overview of occupational projections, and Chapter 3 provides information on occupational training. Chapter 4 gives detailed information on how workers in specific occupations obtain training, along with projections of requirements for each of these occupations and statistics on training programs to the extent they are available." This resource could be used with students in grades 10 through 12.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d41 *Organization and Administration of Guidance Services.* Antoinette T. Ryan and Franklin R. Zeran. The Interstate Printers and Publishers, Inc., 1972. 465 pp.

In this book the authors attempt to provide the reader with a detailed description of the necessity for a systems approach to guidance management. This description is followed by a look at each of the guidance services: individual analysis service, information service, career development, placement and work-experience, and follow-up. Finally considered are the selection criteria and the preparation of guidance personnel.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d42 *Outcome Management Applied to Pupil Personnel Services: SOOM.* William P. Mease and Loren L. Benson. Minnesota Department of Education, Pupil Personnel Services Section, 1973. 112 pp.

This monograph outlines processes to meet the requirements of accountability in pupil personnel services. Needs assessment, outcome specification, effective planning for outcome achievement, and evaluation are emphasized. Within this monograph, Analysis Guide I defines the significant environment which includes scope, interdependence, input, and priorities. Analysis Guide II includes information on writing need statements. Analysis Guide III has procedures for writing goal statements. Analysis Guide IV deals with identifying subpopulations. Analysis Guide V covers facilitating and inhibiting factors. Analysis VI has explanations for writing and achieving success indicators. Analysis Guide VII is on implementation activities. There is also a section on Individual and Organizational Use of SOOM. This monograph may be of assistance to state and local personnel in pupil personnel services as they plan for revising a system of becoming accountable for their guidance and counseling programs.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d43 *Perspectives in Social Studies: Economics for Elementary Teachers.* Norman Ellenberg and Gene Tipton. California State College, Los Angeles, 1972. 99 pp.

This publication has ideas for elementary teachers for teaching the following economics concepts: choices, consumers, converting, production, money, banking, credit, prices, business, advertising, occupations, government, taxes, lobbying and insurance. There are illustrations that the teacher could adapt to actual classroom use. Elementary teachers may find this publication of value in planning lessons related to economic concepts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d44 *Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths.* G. Brian Jones et al. American Institutes for Research, 1973.

This document synthesizes the realignment of career guidance and counseling that occurred between 1969 and 1972. The three chapters are titled: "Realignment of Practical Career Guidance"; "Factors Related to the Integration of Practical Career Guidance by Noncollege-Bound Youths"; and "A Model for Systematically Planning, Structuring, and Evaluating Career Guidance, Counseling, and Placement for Non-College Bound Youths." An appendix which describes the purpose, procedures, and products of the project is also included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d45 *Practical Career Guidance, Counseling and Placement for the Noncollege-Bound Student: Review of the Literature.* Laurie Ganschow et al. American Institute for Research in the Behavioral Sciences, 1973. 199 pp.

The literature for practical career guidance-counseling and placement of the noncollege-bound student is reviewed. Six hypotheses were forwarded to organize the review: (1) women, minority students and students from low income families have not obtained occupational information and assistance in relating their abilities and interests to career options and specific skills; (2) placement services within the school improve school accountability as well as the relationship of the school to the business community; (3) current experiments with computerization of information for counseling do not appear to be cost-effective; (4) counselor education does not prepare counselors for practical career guidance needed by the noncollege-bound; (5) credential requirements inhibit employment of personnel who might bring practical information to the noncollege-bound; (6) personnel working with noncollege-bound students are not providing practical career guidance services. This document can be of aid to rural teachers and counselors who need information regarding the six items mentioned above.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d46 *Project Able.* Northern Illinois University. Able Model Program, 1973.

Three documents are available: "Career Education Activities Through World of Work Resources," "For Those Developing World of Work: Resource Units for Elementary School Teachers," "First Steps: Planning a Career Development Activity in Your Classroom." Materials are oriented toward assisting the teacher in implementing career education in the classroom. Introductory program materials and classroom activities, program planning and implementation suggestions with resource materials, and occupational information are included in all documents.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d47 *Pupil Personnel Services in California Public Schools: Needs, Problems, and a Plan for Solutions, Guidance and Counseling Task Force.* California State Department of Education, 1975.

This publication is a report of a Guidance and Counseling Task Force whose charge was to develop a plan for the improvement of pupil personnel services in California. The authors specify that the program is a plan for change. Chapter 2 contains the results of a statewide needs assessment; guidance needs of students fall into three areas: (1) need for help in relating to others, (2) need for help in understanding self, and (3) need for help in planning for the future. There is also a chapter on functions of the Department of Education staff in improving pupil personnel services. These functions are organized by goal, objectives, implementation strategies, expected outcomes, and evaluation. The process recommended for development of county school district plans is explained in Chapter 4; a model plan is outlined with goals, objectives, implementation strategies, and expected outcomes. A section of the publication contains criteria utilized in identifying practices and programs and descriptions of the selected practices and programs. State leadership personnel in guidance and counseling and vocational education may find this publication of value in structuring and/or updating a system of pupil personnel services.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d48 *Quality Career Guidance: Proposed Standards for Career Guidance, Counseling and Placement Programs, Part 4. What About Vocational Education?* Coordinating Council for Occupational Education. Washington Department of Education, 1975.

This pamphlet identifies a set of standards for a quality career guidance program. The standards were developed by the Coordinating Council for Occupational Education staff. This pamphlet also contains a questionnaire for judging the quality of the career guidance programs. The booklet could be utilized as a starting point for developing career guidance program standards.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d49 *Report and Recommendations.* Robert L. Weinfurtner, Southeastern Ohio Regional Education Service Agency. 15 pp.

This is a report of how two agencies (Southeastern Ohio Special Education Regional Resource Center and the Buckeye Hills-Hocking Valley Regional Development District) expanded the services to children and school districts in Southeastern Ohio. After a needs assessment, a grant was awarded the group to plan for potential implementation of eight components: (1) Educational Management Efficiency Systems; (2) Transportation; (3) Computer Services; (4) Instructional Resource Center; (5) Programs for Talented and Gifted Children; (6) Early Childhood Education Services; (7) Project Development and Communication Center; and (8) Programs for Handicapped Children. Educational administrators and managers may find the recommendations included in the report to be of value.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d50 *Review and Synthesis of Information on Occupational Exploration.* Wesley E. Budke. The Center for Vocational Education, 1971. 86 pp.

Career development is treated as a conceptual framework from the historical and theoretical bases. The rationale for what the author calls "career exploration" is developed. The subject of vocational guidance is covered as a separate function in the career development process and various career development projects are described within the elementary, junior high school, and high school categories. Comprehensive programs, exemplary programs and industrial arts programs are examined. This resource document provides perspective to this general career development area. Counselor training programs, teacher training programs and general teacher in-service would be areas which might find this document useful.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d51 *Rural Community Resources as a Guidance Tool: An Action Plan.* Robinson Graydon, ed. University of Maine, Farmington, 1972. 110 pp.

This program was initiated to assist small, rural schools with inadequate funds for guidance personnel and to establish a career information program at a minimum of expense by using the community as a source. This document offers guidelines to persons who might be interested in establishing such a program. Some of the items examined in this document are: the project with general and historical developments, evaluation of coordinator, teacher and student interviews, career information sources and classification, committee structure, financial and personal requirements for establishing the program, and materials used in this study. News release samples, miscellaneous forms, equipment inventory and sources of career information complete the appendix section of this document.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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d52 *Rural Poor Students and Guidance.* Thomas L. Sweeny. Houghton-Mifflin Publishing Company, 1971. 72 pp.

The author points out that rural poor individuals need educational and vocational information, remedial or compensatory programs and counseling. This monograph focuses particularly on the guidance needs of rural secondary school students coming from low socioeconomic backgrounds. The major themes of this monograph are: major conditions limiting development, counseling services, individual inventory, educational and vocational planning, and extending guidance services. Rural counselors may find this book helpful in their libraries for it offers tips on how to help rural poor youth who do not have access to the experiences and resources that facilitate educational and vocational development.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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d53 *Small Rural Schools Can Have Adequate Curriculum.* Martha Loustauna. ERIC/CRESS, 1975. 22 pp.

The publication speaks to the areas of shared services, audio-visual aids, expanded curriculum, vocational and career education, special education, teacher in-service, guidance and counseling services, and community resources. Projects in each of these areas with demonstrated success are highlighted. A short procedural guide is presented. This document would be useful to any rural small school educator or lay citizen responsible for developing meaningful program changes.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d54 *Some Practical Remedies for Providing Vocational Guidance for Everyone.* John L. Holland. Johns Hopkins University, 1973. 29 pp.

This report discusses the current status of vocational guidance services and offers some ideas for making guidance more effective and less costly. The program presented in this report is designed around student assessment, environmental assessment, and environmental redesign. Vocational programs, services and experiences for high schools are seen in terms of placement service, a translation service, an environmental design service, trouble shooter, and staff relationships. Program implementation strategies are discussed from the framework of the author's experiences.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d55 *Tested Practices: Organizing a School Counseling Program—The Priority: Career Counseling Program.* James D. Wiggins. American Personnel and Guidance Association, 1974. 80 pp.

This document provides a detailed explanation of the priority for a career counseling program. Necessary forms to assist school personnel in the implementation of the program are included. The research and evaluation reports on the career counseling program are included to show the positive results of this career counseling program for students.

Cost: $2.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d56 *Using the Talent Profiles in Counseling: A Supplement to the Career Data Book.* Robert J. Rossi et al. American Institutes for Research, 1975. 225 pp.

The profile in this supplement to the career data book are based on the occupational choices of talent participants. Information concerning the profiles of occupations in this publication amounts to more than three-fourths of the report. These talent profiles are based on the eleven-year follow-up data collected from participants who were in grades 11 and 12 in 1960. The profiles themselves can be used by teachers and/or counselors in many ways; they can: (1) provide the basis for structured counseling sessions, (2) increase student self-awareness, (3) discover occupational alternatives, or (4) facilitate the individual's exploration of careers. The reader is also provided with three counseling episodes, references, and an index of occupational profiles.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d57 *Career Education: Guide for School Administrators.* American Association of School Administrators. 55 pp.

General Planning Documents

This document presents the reader with background information related to the career education concept. The rationale for career education is presented in both the preface and the introduction. The concept of career education is presented through the educational model proposed by the U.S. Office of Education which shows occupational and self-awareness development during elementary school, career orientation and exploration during middle school, specialization and job preparation during high school, advanced career preparation at the post-secondary level and adult and continuing education level. Rationale is expanded and the administrator's role is discussed in terms of the superintendent and the principal. Implementation procedures are outlined and discussed briefly. A fairly comprehensive bibliography caps off the document.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d58 *Career Educations: Local Administration of Programs.* George N. Smith. ERIC Clearinghouse, The Center for Vocational Education, 1973. 31 pp.

This report "describes the processes and concerns involved in the local administration of career education programs" (p. 1). This paper describes the installation of career education at Mesa, Arizona, one of the six Local Education Agencies (LEA's) in the Comprehensive Career Education Model (CCEM), The Center for Vocational Education. The topics discussed included: "Change in American Education"; "Reasons for Career Education"; "Change Processes and Problems"; "Personnel and Staffing"; "Internal Relationships"; "Role Conflict"; "Community Concerns"; "Quality Control"; and a "Summary." "School superintendents, principals, and career education project personnel will find the theories and experiences described in this document useful in the conceptualization and implementation of their career education programs" (p. 1).

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CCP	C	FU	FT	P	SD	CR
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d59 *Career Guidance: Overview of Alternative Approaches.* Robert Campbell. The Center for Vocational Education, 1971. 16 pp.

This publication presents an overview of alternative approaches to career guidance programs. A reading list of major sources for further reading is provided. Program developers, teacher educators, and researchers who are interested in further research development, and diffusion of innovative approaches to career guidance should find this material to be pertinent.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CCP	C	FU	FT	P	SD	CR
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d60 *Career Guidance: Practice and Perspective.* Norman C. Gysbers, Harry N. Drier, Earl J. Moore. Charles A. Jones Publishing Company, 1973.

This is a book of readings on career guidance. The first chapter is entitled "Career Guidance: The Past." The second chapter, "Career Guidance: The Present," is divided into the following parts: "Theory into Practice," "Information Systems," "Special Populations," "Employability and Placement," and "Systematic Career Guidance." The third chapter, "Career Guidance: The Future," contains three parts: "A New Context," "Curriculum-Involved Programs," and "Promising Practices." The book does contain an article on "Vocational Guidance Through the Curriculum in a Small Rural School System." This book may be of value to counselors and others who want to visualize career guidance in different and stimulating ways.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CCP	C	FU	FT	P	SD	CR
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d61 *Career Guidance Practices in School and Community.* Lorraine S. Hansen. American Personnel and Guidance Association, 1970. 188 pp.

The following monograph is comprised of selected topics related to the school curriculum and to career guidance in the school setting. This publication has been organized into the following six major sections: (1) principles, trends, and concepts of career development, (2) practices and programs in the schools, (3) coordinating school-community resources, (4) career guidance utilizing advanced media and technology, (5) guidance and vocational education, and finally, (6) needs, concerns, and challenges for career guidance. This publication may be very useful to rural school staff that are interested in career guidance in the schools.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CDP	C	FU	FT	P	SD	CR
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d62 *Comprehensive Model of Career Development in Early Adulthood, A.* John O. Crites. Occasional paper No. 12. The Center for Vocational Education, 1975. 42 pp.

In this monograph the author addresses some of the theoretical and research issues which are central to furthering our knowledge of how and why neophyte workers establish themselves in the world of work. This paper was organized into three parts: (1) elements of the comprehensive model, (2) testing of the comprehensive model, and (3) application of the comprehensive model. The model proposed here may be designed to facilitate the job-entry process.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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d63 *Comprehensive View of Career Development, A.* Gary Walz, Robert Smith, and Debby Benjamin, eds. American Personnel and Guidance Association, 1974. 104 pp.

This monograph speaks to a significant and emerging trend in career planning—career guidance and women, guidance and the technological boom, and models for future planning. The monograph is the outcome of a workshop sponsored jointly by APGA, *Impact* magazine, and the ERIC Counseling and Personnel Services Center.

Cost: $5.50 to APGA members; $6.50 to nonmembers.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CDP	C	FU	FT	P	SD	CR
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d64 *Counselor and Career Education, The.* Elizabeth C. Wampler. Division of Pupil Personal Services, Indiana Department of Education, 1973. 17 pp.

The author of this booklet attempts to deal with ways in which counselors may assist students in meeting their needs through a career education program. Suggestions are made for each school level on how career guidance can become a useful tool for providing youth with the information and assistance they need. The school levels discussed in this publication are: guidance and career education at the elementary level, middle school level, and high school level. This report, therefore, may aid teachers and counselors in their tasks.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d65 *Educational Innovations in Rural America.* Alfred P. Wilson. ERIC/CRESS, 1970. 66 pp.

The rural educator who is searching for assistance in making meaningful changes should find this publication of value. This document discusses educational problems unique to the rural area. The materials are arranged in four chapters covering perspective, projects having major impact on rural schools, specific innovations, and a concept of individualized in-service training as a model for change. References and selected sources are included to provide the reader substantial resources.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d66 *Guidance Programs and Practices in Rural and Small Schools.* Richard R. DeBlassie and Martha Ludeman. ERIC/CRESS, 1973.

This document may be very helpful to rural elementary and secondary school personnel for it deals primarily with guidance programs and practices in small and rural schools. This publication is divided into three major topics: (1) the characteristics of small and rural school youths, (2) guidance programs and practices in small and rural schools, and (3) the case study of a small rural school. Also presented is a synthesis of the literature of current guidance programs and practices in small and rural schools.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d67 *Impacts of Educational Change Efforts in Appalachia.* Lewis Donohew and Joanne M. Parker. ERIC/CRESS, 1970. 18 pp.

This monograph focuses on the impact of education in Appalachia. Education includes government programs as well as formal educational systems. The document examines the effects of these systems to produce attitude and behavior changes in individuals and institutions in the underdeveloped Appalachian region. This document would provide helpful information to any person who has responsibility in working with people from this area whether that responsibility be in the Appalachian area or dealing with persons migrating from the Appalachian areas. The document discusses the Appalachian setting and inputs for change which have been introduced. In then covers the impact of various programs on the life-styles of individuals and on the institutional structures.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K 4	4 6	K 8	7 9	10 12	13 14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d68 *Intermediate Educational Units and Their Promise for Rural Education.* Charles W. Benson and R. Jerry Barber. ERIC/CRESS, 1974.

This monograph deals extensively with the problems of the rural school and the intermediate educational unit as a means of solving many of the problems presented. The document would be of value to those teaching in teacher training programs and could also be used to obtain source materials relating to rural education problems. A recommended program is outlined which calls for establishment of intermediate educational units to provide educational leadership and service to rural small schools who cannot afford extensive services.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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d69 *Life Career Development: A Model.* University of Missouri, 1973.

The content of the document is in three major sections, with each section containing a relevant article. The sections briefly discuss such topics as: (1) the value of career development, (2) individualized education, (3) self-accountability, (4) comprehensive career education individual models, and (5) career guidance: program content and staff responsibilities. Throughout the document, tables and diagrams help illustrate main ideas. This mimeograph publication may be helpful to rural school personnel who are searching for relevant career development-guidance information.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K 4	4 6	K 8	7 9	10 12	13 14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d70 *Managing Elementary School Guidance Program.* Janet C. Heddesheimer. Houghton Mifflin Company, 1975.

The author in this book provides a detailed description of the need for program development and management, the means for establishing goals and assigning priorities, the selection of activities for inclusion in the guidance programs, the linking of activities with the goals selected, and finally the process of program evaluation. Rural school personnel who are interested with the problems involved in beginning an elementary school guidance program or who wish to improve an existing program will find extensive information in this monograph.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d71 *Perspectives on Vocational Development.* David V. Tiedeman, Anne Roe, Donald E. Super, and John L. Holland. American Personnel and Guidance Association, 1972. 264 pp.

This book provides an introduction to vocational development theory, assesses the needs of the future, and illustrates the frontier research in the field of vocational behavior.

Cost: $6.45.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d72 *Planning and Implementing Career Education Programs: Perspectives.* Alonzo A. Crim et al. The Center for Vocational Education, 1975.

This publication is a collection of five papers presented at the Career Education National Forum, March 1975. Three designate how career education programs were planned and implemented in specific cities or states. "Priorities in Career Education" describes the procedures used in Atlanta, Georgia, for installing career education. "Priorities in Career Education R & D: A Federal Perspective" reviews the coordination of federal agencies in the Career Education Program Plan, and reports the projects and areas reflecting the concept of career development as a life-long process. "Organizing for Planning and Implementing Career Education in Ohio" and "The Development, Implementation and Administration of Career Education in Florida" give sketches of the progress and patterns these states have taken in implementing their career education programs. "Educational Linkage—Suggested Rules and Techniques or the Synaptic Aspects of a Partnership Plus Other Common Trivia," provides suggestions for working with others outside the school system. Professional persons may find these papers to be of interest for their own self-development related to the career education concept.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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d73 *Review and Synthesis of Research on Vocational Education in Rural Education.* B. Eugene Griessman and K. Densley. ERIC Clearninghouse, The Center for Vocational Education, 1969. 84 pp.

This publication reviews and synthesizes research on vocational education in rural America from a sociologist's perspective and from an educator's perspective. The titles of chapters in the sociologist's section are: "Demographic and Ecological Factors"; "Economic Considerations"; "Racial and Ethnic Considerations"; "Educational Patterns"; "Political and Legal Considerations"; and "Discussion, Recommendations and Suggestions for Research." The titles of chapters in the educator's section are: "Vocational Education in Rural America"; "Curriculum"; "Facilities and Equipment"; "Counseling and Student Personnel Services"; and "Teacher Education." Bibliographies are included in the publication. The publication may be of assistance "to researchers in identifying methodological approaches to solving substantive problems confronting educational practitioners" (p. v) who are responsible for assisting rural youth with their educational endeavors.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d74 *Rural Education: A Selected Bibliography with ERIC Abstracts.* ERIC/CRESS, 1974. 447 pp.

This selected bibliography has materials abstracted and arranged by citations from Research in Education and from the Current Index to Journals in Education related to rural education. There is also a subject index which lists ERIC materials available by accession numbers. This is a document for anyone doing extensive research or writing in the general rural education area.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d75 *Rural Education: Partners for Accountability.* Marjorie B. White. ERIC/CRESS, 1975.

The purpose of this document is to promote the positive aspects of educational accountability and to create awareness on the part of rural citizens. It aids them in implementing constructive educational programs which are accountable to legislators, school boards, administrators, teachers, parents, community and students.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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d76 *Rural Education in the U.S.* W. D. McClurkin. ERIC/CRESS, 1970. 42 pp.

This document gives a broad overview of rural education as it presently exists in the United States (Chapter 1 is "Criteria of Adequacy and Needs"). This section is extensive and covers the topics of grade groupings, teacher personnel, special services, course offerings, class sizes, school sizes and enrollment, travel, physical facilities, and financial resources. Chapter 2 discusses persistent critical problems in rural education with promising practices following as Chapter 3. Rural education and poverty in Chapter 4 and Chapter 5 sets forth conclusions. The document provides valuable information which should be incorporated in any teacher education or counselor training programs. Broad aspects of rural education and its unique problems should be understood by all.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d77 *Rural Schools as a Mechanism for Rural Development.* Edward O. Moe, Lewis R. Tamblyn. ERIC/CRESS, 1974. 103 pp.

This document details the relationship between rural schools and rural development. Schools are described as a mechanism for development and are seen as being vital forces in efforts to improve rural communities. Increasing interest in rural development is reported and concerns over rural education are addressed. Rural school contributions to development and impediment are discussed and the functions which the school might perform in rural development are outlined. Suggestions, bibliography and appendix related to the topic complete the document.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d78 *Scheduling for Flexibility: A Manual for Administrators of Small Schools.* James Hoathman and Alyce Nafziger. ERIC/CRESS, 1971. 59 pp.

This manual, for small school administrators, provides information on the techniques of flexible scheduling. Information is provided to help the administrator determine the feasibility of flexible scheduling for the local situation. An overview of flexible scheduling provides the basis for the first chapter and the remaining narrative is devoted to describing the various types of flexible schedules. A selected bibliography of ERIC documents and a subject index complete the manual.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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d79 *Shared Services and Cooperatives: Schools Combine Resources to Improve Education—Education USA Special Report, 1971.* 60 pp. National School Public Relations Association.

This special report provides background information and examples of cooperative approaches. One section discusses organizing, implementing, and conducting a cooperative program. The report would be valuable for those responsible for developing large-scale career education programs as one approach to delivering these services to rural youth. The career education program in such a situation could provide the basis for delivery of other services.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d80 *Third Yearbook of the American Vocational Association, The: Career Education.* Joel H. Magisos, ed. American Vocational Association, 1973. 397 pp.

This book explains the foundations of career education, describes evolving career education concepts, and relates efforts to develop operational and conceptual models. The book has thirty-one chapters that were written by thirty-four different authors. Part 1 has five chapters that focus on the foundations for career education; Part 2 has seven chapters that deal with career development in-depth and provide descriptions of related concepts; Part 3 has four chapters on the conceptualization, development, and implementation of career education, including programs for personnel development; Part 4 has five chapters on the different career education models and programs; and Part 5 has nine chapters that give the perspective on career education of teacher, counselor, local director, principal, area vocational school superintendent, school district superintendent, university professor, university president, and labor specialist. This book should be of interest to anyone who is interested in gaining insight into the career education concept.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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d81 *Work Entry Problems of Youth: A Literature Review.* Robert E. Campbell and Robert Haccoun. The Center for Vocational Education, 1972. 90 pp.

This report reviews alternative training methods and intervention strategies which were judged to be appropriate for aiding youth in the transition from school to work. This document may be useful to rural school personnel who are interested in helping youth with work entry problems. It provides a comprehensive list of the major alternative approaches.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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Career
Development
Needs
Assessment

e1 *Assessment of Career Development, Grades 8-11.* Houghton Mifflin, 1974.

This program which was developed and nationally named by the Research and Development Division of the American College Testing Program is to be used with students in grades 8-11 to find out how much they know about occupations and career planning, what they have already done about career exploration, what type of help they are looking for, and how the school's existing career development program is affecting them. The information provided by these instruments could be useful for designing an effective career guidance program which meets the needs of students. Materials in the program include a four-page leaflet introducing the program to the students; the student test booklet, which contains 267 items, is centered around occupational awareness, self awareness, and career planning and decision making and can be administered in three of five-minute periods or one 125-minute session; machine-scorable answer sheets; a handbook which provides a full description of the program—what it measures, for whom it is intended, and how it can be used; a guide that offers suggestions for enhancing specific aspects of student career development and annotated references to career guidance activities which are keyed to program test scores; and a manual of instructions for test administration.

Cost: Handbook – $1.95
Test Administrator's Manual of Instructions – $.60
Student Test Booklets, Form C (pkg. 35) – $13.95
Supplement 1 to the Handbook: A Guide for Increasing Student Career Development – $.75
Introducing the ACD (pkg. 35) – $4.95
Answer Sheets (pkg. 35) – $4.35

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPOM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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e2 *Career Data Book: Results from Project Talent's Five-Year Follow-Up Study.* John C. Flanagan and others. American Institute for Research, 1973. 397 pp.

This document, with the accompanying student booklet, summarizes interim results of "Project Talent," a twenty year longitudinal study of American youth, relating their aptitudes, interests, and education to their occupational choices. This document reports the relations between test scores in high school and occupations five years after high school. "Project Talent" is described and the tests and questionnaires given to the students involved are summarized with an explanation of the classification system of occupations into career groups. The use of "Career Data Book" and "Student Booklet" profiles for exploring suitable careers for an individual is demonstrated in detail. This document may be of interest to those concerned with the relationship of test scores and occupational choices.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPOM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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e3 *Career Guidance and the Kuder Interest Inventories.* Science Research Associates.

By suggesting various uses of the *Kuder Interest Inventories,* this manual is intended to help counselors strengthen their career guidance programs. It would be equally applicable information for users of the Kuder Preference Record, Form C, or the Kuder General Interest Survey, Form E. The materials are also useful in helping students develop career paths. The manual discusses ten general interest categories: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. "The Chart" indicates the major occupations that fall into each general category and cross references the job titles to the *Dictionary of Occupational Titles,* the *SRA Occupational Briefs,* the *SRA Work Briefs,* the *Occupational Outlook Handbook,* and the *VIEW* deck. The test is written in an informal style and takes a "judgmental" attitude towards all testing. The manual can be used by counselors and teachers who use the *Kuder Interest Inventories* or any of the other SRA materials.

Cost: $1.20

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPOM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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e4 *Measuring Vocational Maturity for Counseling and Evaluation.* Donald E. Super and others. American Personnel and Guidance Association, 1974. 170 pp.

This page monograph deals with various approaches of measuring vocational maturity and the problems encountered. Fourteen practitioners have contributed to the thirteen chapters of the book. Topics include: description and use of various vocational maturity measurement instruments, vocational maturity theory, problems in measuring vocational maturity, the use of vocational maturity instruments in counseling, the vocational maturity of diverse groups, the use of measures of vocational maturity and evaluation, and using vocational maturity measurement instruments in counseling girls and women. The document could be helpful to local district personnel who are involved in selection of instruments which measure vocational maturity. This book, however, does not try to tell the reader which instrument to use for which purpose.

Cost: $3.95

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K 4	4 6	K 6	7 9	10 12	13 14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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e5 *Occupations and Careers Information Boxscore.* S. Norman Feingold, Sol Swerdlof, and Joseph E. Barber. Chronicle Guidance.

This criterion-referenced instrument is designed to aid career education teachers and counselors to analyze students' awareness of occupational information and their range of knowledge. Using two forms during a given year in a pretest and posttest format, the instrument provides base line data from which to measure progress. The teacher's guide provides referenced information in the form of desired responses to items on the tests; thus, the instrument becomes a teaching tool by supplying data for student discussion.

Cost: $.11 single copy, $2.50 teacher's guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K 4	4 6	K 6	7 9	10 12	13 14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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e6 *Orientation of Career Concepts Series.* Barbara Fulton and Robert Tolsma. Evaluative Research Associates, 1972, 1973, 1974.

This package contains a series of ten tests on orientation of career concepts (OCC), four tests on student attitudes, and one test on career knowledge (non-verbal). The OCC series includes tests on work awareness, worker activities, vocational vocabulary, absurdities, occupational similarities, occupational tools, work stories, working conditions, occupational training, and workers' earnings. The directions include the grade level(s) for using and what the test is measuring or assessing. The tests are designed either to be used as a teaching tool or they may also be utilized by guidance counselors as a counseling tool.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K 4	4 6	K 6	7 9	10 12	13 14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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e7 *Status of Former High School Students: Procedure for Local Assessment, Report of the Final Test.* Donald Irvin and George Copa. Minnesota Research Coordinating Unit, 1971. 46 pp.

The research project reported in this publication had as its purpose to revise and final test a procedure for assessing the educational and employment activities of former high school students. The revision was based on the results of a first pilot test conducted in three school districts during the 1972-73 school year. The final test was conducted in seven school districts during the 1973-74 school year. The procedure was evaluated on the basis of the validity and reliability, usefulness, and cost of information collected. The assessment procedure was designed to be initiated, directed, and largely conducted by school personnel wishing to assess the post-high school activities of their former students. Procedures consist of a set of data collection forms, a procedures manual for conducting the assessment, and a computer program to summarize the information for school use. In general, it was found that the assessment procedure met each of the criteria. Hopefully, the procedure, in final form, will serve as a useful aid to local schools in compiling a more complete set of information on which to base educational decisions.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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TESTS AND INVENTORIES

Ability Tests

* e8 *California Abbreviated Wechsler Intelligence Scale for Children.* Western Psychological Services.

There are two forms of the California Abbreviated WISC, the CAW-MR and the CAW-IG. The CAW-MR is appropriated for testing educable mentally retarded children ages eight through thirteen and a half; the CAW-IG is appropriate for testing intellectually gifted elementary school youngsters. The author has utilized multiple correlation needs to determine which of the ten subtests in the full scale Wechsler Intelligence Scale for Children (WISC) could be utilized to measure the same areas of aptitude in a shorter time period. The result is the utilization of five of the ten WISC subtests for aptitude measurement. The individually administered tests take approximately twenty to thirty minutes and can be readily converted to IQ scores by utilizing the conversion techniques explained in the manual. Both forms are described in the same manual and it contains the normative data based on about 300 educationally mentally retarded students and 400 intellectually gifted students.

Cost: Kit – $7.00; Booklets, Form I or II – $5.00 pkg/25 (20 + pkgs.); Hand-scorable only—Specimen Set – $2.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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* e9 *California Test of Mental Maturity, 1963 Revision.* CTB/McGraw-Hill, 1936-65.

The California Test of Mental Maturity has tests at six levels: level 0 (kindergarten to grade 1); level 1 (grades 1 through 3); level 2 (grades 4 through 6); level 3 (grades 7 through 9); level 4 (grades 9 through 12); level 5 (grade 12 and adults). Each level consists of twelve tests which cover five intelligence factors. Logical reasoning is measured by three tests: opposites, similarities and analogies. Spatial relations are measured by two tests: rights and lefts and manipulation of areas. Numerical reasoning is measured by three tests: number series, numerical values and number problems. Verbal concepts are measured by two tests: inferences and verbal comprehension. The fifth factor, memory, is measured by two tests: immediate recall and delayed recall. Each level of the test requires one to one and a half hours to administer. Minimum directions are necessary, and the test can be either machine scored or hand scored. A percentile profile sheet is available for the student. The results of the tests are expressed in mental ages (MA's) and/or deviation intelligence quotients (IQ's).

Cost: Test Books, Level 0 or 1 – $7.80 pkg./35; Levels 2 through 5 – $8.60 pkg./35; Answer Sheets, Non-Language or Language, Levels 0 through 5, IBM 1230 – $27.00 box/500; Scoreze – $22.50 box/500; Scoring Service available (see catalog for prices); Specimen Set – $1.25.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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e10 *Cognitive Ability Test (CAT).* Houghton Mifflin Company, 1954-72.

The CAT batteries, primary and multi-level editions, provide comparable scores for the same individuals measured at different points in time, from kindergarten through grades 12 or 13. The Primary 1 level of the CAT is designed to be used in the last half of kindergarten and grade 1. The second level, Primary 2, is for use in grades 2 and 3. Each of these levels contains four subtests and requires about fifty-five minutes to complete. The primary level tests use pictorial materials and oral instructions. The test booklets are available in both hand scored and machine scored MRC format. Short versions of both the Primary 1 and Primary 2 tests are also available for consumer use. The multi-level Cognitive Abilities Test, grades 3 through 13, has ten subtests measuring verbal, quantitative and nonverbal areas of learning. About fifty minutes is required to administer the tests, using MRC, IBM 1230, or Digitek answer sheets. Punched out cardboard keys are available for these three answer sheets. MRC answer sheets can be machine scored only by the Houghton Mifflin Scoring Service. IBM 1230 or Digitek answer sheets may be machine scored by inserting a keyed answer sheet in machines designed for them. A manual is available. The CAT uses the same norming groups as the earlier Lorge-Thorndike Intelligence Tests.

Cost: Test Booklet, Levels A-H, containing Verbal, Quantitative and Nonverbal Batteries – $1.50 (single copy)
MRC Machine-scorable, Primary – $10.80 pkg./35; Hand-scorable – $6.60 pkg./35
Answer Sheets, Levels A-H, Multi-Level Edition: MRC – $10.50 pkg./500; Digitek – $42.00 pkg./500
Scoring Service available (see catalog for prices)
Examination Kit: Multi-Level Edition – $4.20; Specimen Set: Primary – $1.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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e11 *Cooperative School and College Ability Tests, Series 2 (SCAT).* Educational Testing Center, 1955-73.

SCAT, Series 2, is designed to provide estimates of basic verbal and mathematic ability, grades 4 through 14. Forms 4A-4B are used with grades 4 through 6; Forms 3A-3B are used with grades 7 through 9; Forms 2A-2B are used with grades 10 through 12; and Forms 1A-1B-1C are used with grades 12 through 14. The tests yields three scores: verbal, mathematics, and total. The verbal score is based on the number of correct responses in twenty minutes to fifty verbal analogy items. The mathematical score is based upon the number of correct responses in twenty minutes to fifty quantitative comparison items. IBM 805, IBM 1230, Digitek, and NCS trans-optic answer sheets are available for use with the SCAT, Series 2. A manual is available, and the norms are adequate.

Cost: Test Booklets – $7.00 pkg. 20; Answer Sheets – $5.50 pkg. 100; Specimen Set – $4.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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e12 *Otis-Lennon Mental Ability Test.* Test Department, Harcourt Brace Jovanovich, Inc., 1936-70.

The Otis Lennon Mental Ability Test series is designed to provide a comprehensive, carefully articulated assessment of the general mental ability or scholastic aptitude of pupils in American schools. The test samples a pupil's facility in reasoning and dealing abstractly with verbal, symbolic, and figural test content. The test series includes six levels: Primary 1, kindergarten; Primary 2, grade 1; Elementary 1, grades 1½ through 3; Elementary 2, grades 4 through 6; Intermediate, grades 7 through 9; and Advanced, grades 10 through 12. On the first two levels, Primary 1 and Primary 2, there are eighty items divided into two parts dealing with differentiation and concept formation or recognition. The test items are dictated to the students. The test takes approximately fifty-five to sixty minutes. Students mark their answers in a consumable booklet which can be scored by hand or MRC machine scored. The Elementary 1 level of the test is also dictated to the students and takes approximately forty-five to fifty minutes to complete. This test has eighty items divided into three parts: differentiation, analogies, and concept recognition. The Elementary 2, Intermediate, and Advanced levels of the Otis-Lennon Mental Ability Test take the spiral omnibus form of questioning. Each of these tests contains eighty items with measurement emphasis on the individual's abstract reasoning ability. The Otis-Lennon series has reported statistical data and normative studies for all levels in well organized and consistent manual formats. Scores on the Otis-Lennon Mental Ability Test may be expressed as deviation IQ's and as age and grade percentile ranks and stanines. Tests have norms and established validity and reliability.

Cost: Test booklet, Primary One or Primary Two – $7.90 pkg./35; Elementary One, Elementary Two, Intermediate, or Advanced – $8.10 pkg./35. Answer Sheets/Booklets: MRC, NCS, IBM 805, IBM 1230, Digitek available at varying prices (see catalog for prices). Scoring Service available. Specimen set – $2.50 (specify level).

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CONA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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* e13 *Adult Basic Learning Examination (ABLE).* Test Department, Harcourt Brace Jovanovich, 1967-71.

The Adult Basic Learning Examination is a test designed to measure the learning ability of adults who have not completed high school training. There are three levels: level 1, grades 1 through 4; level 2, grades 5 through 8; level 3, grades 9 through 12. This is a power test. It is essentially self-administered and has no time limits. The test can be hand scored or machine scored. A class sheet is available for profiling purposes. Scores are reported in terms of grade equivalents. There is a handbook for each of the three levels. All of the handbooks supply simple and direct instructions for the administration of the test, as well as statistical data concerning the test.

Cost: Test Booklets, pkg./35: Level 1, Hand-scorable, Forms A, B – $19.95; Level 2 or 3 – $20.50. Answer Sheets: MRC – $10.00 pkg./100; IBM 1230, 280 pkg./35. Scoring Service available (see catalog), Specimen Set: Level 1, 2, 3 – $2.95.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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* e14 *California Achievement Test (CAT).* CTB/McGraw Hill, 1934-72.

The California Achievement Test is one of the oldest of achievement batteries available in the U.S. today. The 1970 edition of CAT tests reading, mathematics, and language at five different grade levels. There are two subtests for reading: word skills and words in context. There are three subtests for mathematics: concepts, problems, and computations. There are five subtests for language: auditing, capitalization, punctuation, usage and structure, and spelling. The tests are administered in groups, with separate directions for each subject. Approximately three to four testing sessions, a session for each subject, are usually required. The test can be machine or hand scored. Profiles may be generated from the machine scoring or they can be manufactured from the hand scoring. Each level has its own manual. The test was standardized on over 200,000 students in 1968-69.

Cost: Test Book, Complete Battery, pkg./35: Level 1 or 2, Machine-scorable – $17.10, Hand-scorable – $9.00; Level 3, 4, or 5 – $12.10. Answer Sheets: Complete Battery, Levels 3, 4, or 5, CompuScan – $54.00 box/500. Individual Tests: reading, mathematics, or language; IBM 1230 or Digitek – $27.00/box/500; Scoreze – $25.00 box/250; Scoring Service available (see catalog for prices). Specimen Set: Level 1 or 2 – $2.45; Level 3, 4, or 5 – $2.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
☐	☐	●	●	●	●	☐	☐	☐	●	☐	☐	●	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

* e15 *Comprehensive Tests of Basic Skills (CTBS).* CTB/McGraw-Hill, 1968-73.

The Comprehensive Tests of Basic Skills, expanded edition, was published in 1973. It purports to measure general achievement of all students across the United States, regardless of the type of program in which they are enrolled. It includes seven levels of tests. Levels A, B, and C extend the old CTBS downward to kindergarten through grade 3, while science and social science studies have been added from level C through level 4 (grades 1.5-12.9). The test is group administered in four or five sessions and includes ten subtests. These subtests are: reading, vocabulary, reading comprehension, spelling, language mechanics, language expression, math computation, math concepts and applications, reference skills, science and social studies. The test can be scored on any of several machine scoring systems including CompuScan, IBM 1230, and Digitek. The scoring services can provide class records and interpretation of the test scores in terms of percentiles, stanines, grade equivalence, or scaled scores. The test is normed on over 20,000 students.

Cost: Test Books, Complete Battery, pkg./35: hand-scorable, Level A or B – $7.40, Level C – $9.70; Level 1 – $10.25, Machine-scorable, Level A or B – $14.00, Level C or 1 – $20.80, Level 2, 3, 4 – $15.00. Answer Sheets, Complete Battery: CompuScan – $63.00 box/500, IBM 1230 or Digitek – $27.00 box/500; Scoreze – $25.00 box/250. Multi-Level Examination Kit: $11.00 - Scoring Service available (see catalog for prices). Specimen Set: $2.00 (specify level).

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
☐	☐	●	●	●	☐	☐	☐	☐	●	☐	☐	●	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e16 *Cooperative Primary Tests (CPT).* Educational Testing Service, 1965-67.

The Cooperative Primary Tests are available at two levels. Level 1, Form 12A and Form 12B, is designed for grades 1 and 2 and contains four tests. Level 2, Form 23A and Form 23B, is designed for grades 2 and 3 and contains five tests. At level 1, a practice or "pilot" test is available to afford younger students the opportunity of a pretest. The four tests common to both levels are: listening, work analysis, math, and reading. The fifth test, at level 2, is writing skills. The test should be administered in four or five separate sessions. The test is administered by the teacher who reads the questions out loud to the students. The number of correct answers equals a raw score, which can be converted to a scale score or a percentile rank. Both fall and spring norms are provided for each level on all scores.

Cost: Test Booklets, Pilot Test – $2.00 pkg./20; Combined – $9.00 pkg./20
Hand-scorable only Specimen Set – $3.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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e17 *Educational Development Series (EDS).* Scholastic Testing Services, Inc., 1963-73.

The *Educational Development Series* attempts to measure not only achievement, but also interest through the self-report method, and ability through the verbal and nonverbal test sections. It is available at three levels: elementary (green), advanced (brown), and senior (blue). The tests are designed to measure ability or to obtain information in eleven areas: my career plans, my school plans, my favorite school subjects, nonverbal ability, verbal ability, reading, English, math, science, the USA and the world, and solving everyday problems. The EDS tests can be given in about six hours. It is recommended that testing be conducted over two days. The tests are relatively easy to administer, are machine scored, and provide various roster reports in stanines and grade equivalents. Local norms are published for schools with large enough testing programs. A technical manual, as well as a general manual, accompanies the series.

Cost: Complete Battery, 20/pkg. and manual: Senior and Advanced levels – $23.00; Elementary level – $21.00; Primary level – $17.00. Answer Sheets (all levels and batteries) – $.16 each. Scoring Service available (see catalog for prices).

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	●	●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e18 *Iowa Silent Reading Test, 1973 Revised Edition (ISRT).* Test Department, Harcourt Brace Jovanovich, Inc., 1927-73.

The Iowa Silent Reading Tests are produced at three levels: level 1, grades 6 to 9; level 2, high school and junior college-bound high school and college levels. There are two forms of the test at each level. They measure vocabulary, reading comprehension, directed reading, and reading efficiency. The test is essentially self-administered and takes approximately two and one half hours, which may be divided into three sessions. It can be either hand scored or machine scored. An individual pupil profile can be produced along with a class profile record. New norms were recently created.

Cost: Test Booklets, Levels 1, 2, or 3 – $9.95 pkg./35. Answer Sheets, Levels 1, 2, or 3, IBM 1230 or Digitek/OpScan – $2.80 pkg./35. Scoring Service available (see catalog for prices). Specimen Set, Levels 1, 2, 3 – $2.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	●	☐	☐	☐	●	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

* e19 *Quick Test (QT).* Psychological Test Specialists, 1958-62.

The Quick Test is a short version of the Full-Range Picture Vocabulary Test. The test attempts to measure intelligence expressed in terms of perceptual-verbal responses. There are three forms to The Quick Test; each form consists of four line drawings. A list of fifty words is associated with each form. The individual taking the test relates each of the fifty words to the line drawing on the form that "best fits it." The test may be individually administered to anyone two years old or older. It takes only three to ten minutes to complete. A total of 458 children and adults were used to establish the IQ norms for the test. The manual contains the data on the test reliability and validity.

Cost: Tester's Set: manual, three plates, 100 record sheets, instruction cardboard, item cardboard – $16.00; Record sheets – $80.00 pk./1,000; Hand scorable only.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
		●	●	●	●				●			●	●			●											

* e20 *SRA Achievement Series.* Science Research Associates, Inc., 1954-73.

The SRA Achievement Series tests basic skills and related areas from grades 1 through 9. The series is available for six different grade-level groups. The general battery of the test requires about six hours to complete; the total battery may require nine hours. It is recommended that the tests be given in at least four separate sessions. Both the beginning levels and the advanced levels of the test can be hand or machine scored. Scoring services are available from Docutran, Digitek, IBM 805, and IBM 1230. Scores are reported in terms of percentile norms. Profiles are provided for frequency distributions, group item analysis, and the report of average scores.

Cost: Test Booklets, Reusable, Forms E or F, Multilevel Edition – $13.90 pkg./25; Primary 1 or 2, Test Booklets/Answer Sheets – $4.05 pkg./25, Answer Sheets, Multilevel Edition, Hand-scorable – $13.20 pkg./100; IBM 1230 or Digitek – $23.40 pkg./100 (Primary level hand-scorable only).

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
		●	●						●				●			●											

* e21 *Stanford Achievement (SAT).* Test Department, Harcourt Brace Jovanovich, Inc., 1923-74.

The *Stanford Achievement Test* is a test battery that has been available since 1923. The test is available for seven levels: primary I, primary II, primary III, intermediate I, intermediate II, advanced, and high school. Grade levels covered are grades 1.5 through senior high school. Four hours, which should be divided into four different test periods, are required for administering the test. The manual has five parts: a teacher's test administration guide, a norms booklet, a teacher's guide for test interpretation, an administrator's guide, and a technical data report. Practice tests are available for the primary and intermediate levels. There are norming tables for grade equivalence, percentiles, and scaled scores.

Cost: Primary Batteries (Forms A, B), pkg./35: Level I – $10.80; Level II – $13.00; Level III – $13.95. MRC Machine-scorable Booklets (Forms A, B), pkg./35: Level I – $15.50; Level II – $17.75; Level III – $19.95. Intermediate Level I, II, or Advanced (Forms A, B), pkg./35 – $15.95. Answer sheets: MRC (Complete or Basic), Intermediate Level I, II, or Advanced – $10.00 pkg./100. Scoring Service available (see catalog for prices) – Specimen Set: $2.40.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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e22 *Tests of Academic Progress (TAP).* Houghton Mifflin Company, 1964-72.

Tests of Academic Progress measures achievement in six academic areas: social studies, composition, science, reading, mathematics, and literature. Each of the six tests takes forty-five minutes to administer, for a total of 270 minutes, or about five hours. The test can either be hand scored with keys which are provided or machine scored with MRC. Overlapping, forty-five minute tests for each grade levels 9 through 12, are contained in one multi-level booklet. Questions are multiple choice and involve minimum directions on the part of the test administrator. The tests were normed on 240,000 students across the United States at the same time as were the Iowa Tests of Basic Skills and Cognitive Abilities. There are reports of the content validity and split-halves reliability. The manuals give directions on administration and another designed for the administrator or counselor for test interpretation.

Cost: Test Booklet, Complete, for grades 9-12 – $1.50 (single copy). Answer Sheets: MRC – $10.50 pkg./100; IBM 1230 – $30.00 pkg./500; Digitek – $42.00 pkg./500. Scoring Service available (see catalog for prices). Examination Kit – $4.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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e23 *Wide Range Achievement Test, Revised Edition (WRAT).* Guidance Associates of Delaware, Inc., 1940-65.

This test is given at two levels: level 1 is for students under twelve, and level 2 is for students twelve and over. It is supposedly appropriate for pre-kindergarten to college-age students. It tests three basic areas: reading, spelling, and arithmetic. The test is individually administered, hand scored, and varies in its time commitment. Its scores are reported in grade norms, percentiles, and standard scores. There is a score report section on the answer sheet.

Cost: Price information available from publisher.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
		●	●	●	●				●			●				●											

Appraisal Inventories

e24 *Appraisal of Occupational Aptitudes (AOA).* Houghton Mifflin Company, 1971.

The Appraisal of Occupational Aptitudes consists of eight subtests: checking letters, checking numbers, filing names, filing numbers, posting names, posting numbers, arithmetic computation and reasoning, and desk calculators. The test is appropriate for adults, particularly in an employment situation, and can be administered with minimum directions. The subtests are individually timed and may be administered as single tests or as a battery. If administered as a battery, the test will take ninety-three minutes plus administration time. The tests are scored by formulas presented in the manual for each of the subtests. Generally, a score is the number right minus the number wrong divided by some constant. The manual explains the norming of the test. A calculator is required for Test 8.

Cost: Test Booklets – $10.80 pkg./35; Instruction Manual/Key – $1.80; Hand-scorable only, Examination Kit – $.90.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
				●					●			●	●			●											

e25 *Computer Programmer Aptitude Battery (CPAB).* Science Research Associates, Inc., 1964-67.

This test measures the abilities or skills of students in computer programmer schools. The five areas measured are: verbal meaning, reasoning, letter series, number ability, and diagramming. The test takes approximately one and one half hours to complete. It is answered on a separate carbon pull-out answer sheet and is easily self-scorable. The manual reports validity studies that have been undertaken that provide percentile norms for comparison purposes.

Cost: Test Booklets, Reusable – $3.54 each; Answer sheets, self-scoring – $8.34 pkg./25; Specimen Set – $5.40.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e26 *Differential Aptitude Tests (DAT).* The Psychological Corporation, 1973.

The DAT is available in two forms, S and T, with each form contained in a single booklet. Eight tests comprise the DAT: Verbal Reasoning, Numerical Ability, Abstract Reasoning, Clerical Speed and Accuracy, Mechanical Reasoning, Space Relations, Spelling, and Language Usage. Form T is also available in eight separate booklets. There is also a Verbal Reasoning and Numerical Ability combination booklet for use as a separate measure of scholastic aptitude. Answers are marked on separate answer sheets which can be scored either by hand or by machine. If administering the DAT in conjunction with the DAT Career Planning Questionnaire*, a special MRC answer sheet, which is not hand scorable, must be used. (Form L, presently used in many schools, can also be used with the Career Planning Questionnaire. The eight tests take approximately two hours to administer totally, but can be administered in six testing sessions, none of which exceed forty-five minutes.

Cost: Reusable booklets (Forms S&T), pkg./25 – $18.50 (complete eight tests), Answer sheets (varies w/ type) pkg./50 – $11.00-$14.00; Scoring Keys (hand) – $1.50; Separate booklets (vary) – $3.50-$5.00 pkg./25; Separate answer sheet pkg./50 – $3.00; Separate scoring keys – $.75; Separate test specimen – $1.25 ea.; Report forms, six page pkg./50 – $3.50, one page pkg./50 – $1.60; Specimen Set – $3.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e27 *Revised Minnesota Paper Form Board Test.* The Psychological Corporation, 1930-70.

The Minnesota Paper Form Board Test is an older test. The first edition was published in the 1920's and was revised to its current form in 1934. In essence the test measures the capacity to visualize and manipulate figures in space. It consists of sixty-four two-dimensional diagrams in two forms, Form AA and Form BB, and has a twenty-minute time limit. It can now be scored either on IBM 805 machine scored answer sheets or by hand. The test is most appropriate for high school and adult clients. It is self-administered, with instructions appearing on the answer sheet. The manual, which was updated in 1970, contains tables comparing raw scores with educational and occupational percentile norms.

Cost: Tests, Hand-scored Form AA, or BB – $13.00 pkg./100; Machine-scored Form MA or MB - $4.80 pkg./25. Answer Sheets; IBM 805 – $2.70 pkg./50. Scoring Service available (see catalog for prices), Specimen set – $1.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Interest and Occupational Inventories

* e28 *Applied Biological and Agribusiness Interest Inventory.* The Interstate Printers and Publishers, Inc., 1965-71.

The test is designed to identify prospective agricultural occupational students. It is administered at grade level 8 as a screening device for grade 9 and/or high school agricultural programs. The test has 100 items related to four areas: animals, plants, mechanics, and business. It is self-administered and hand scored with both positive and negative keys. Negative scores are subtracted from the positive scores to give a general score. The manual has an explanation of the administration of the test. The author suggests that scores of sixty-six to one hundred show high interest, forty-four to sixty-five show lukewarm interest, and under forty-four show low interest.

Cost: Price information available from publisher.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

* e29 *California Occupational Preference Survey (COPS).* Educational and Industrial Testing Service, 1966-71.

California Occupational Preference Survey is a self-administered, untimed, self-interpretive inventory measuring a student's interest in occupational areas. There are eight broad interest areas, six of which are broken down into skilled and professional level interest areas. The survey consists of 168 items with a five-point Likert scale. The items are answered on consumable, hand scored answer sheets or on IBM or Digitek machine scored answer sheets. Students receive a profile of their interest percentiles on the fourteen scales. The manual includes information concerning the norming samples, the factor analysis employed to confirm validity, and the reliability studies that were conducted using both split-halves coefficients and test-retest methods. Self-interpretive guides are available which refer the student to the *Dictionary of Occupational Titles* and *Viewscript* cards for additional occupational information.

Cost: Test Booklets, Self-scoring – $28.50 pkg./100; machine-scoring, reusable – $8.25 pkg./25;
Profile Sheets – $16.25 pkg./100; Answer Sheets: IBM 1230 or Digitek – $8.50 pkg./100;
Scoring Service available (see catalog for prices); Specimen Set – $2.25.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	●	☐	☐	●	☐	●	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

* e30 *Hall Occupational Orientation Inventory, Second Edition.* Scholastic Testing Service, Inc., 1968-71.

The Hall Occupational Orientation Inventory attempts to create an interest inventory that goes beyond the self-reported interest area to that of the needs and values of the individual. The test is appropriate for grades 7 through 14 and separate interpretive folders are available for young adults and college students. The HOOI is based on Roe's occupational categories as derived from Maslow's need factors. There are twenty-two scales with 200 items which are descriptive to some degree of every job, but not of any specific job. The items are answered on a five-point Likert scale which provides a continuum from "most desirable" to "very undesirable." The test is self-administered, takes approximately thirty minutes, is hand scored, and self-recorded on a profile sheet.

Cost: Inventory Booklet – $12.40 pkg./20; Response Sheet – $3.20 pkg./20
Scoring Service available (Information furnished upon request).
Specimen Set – $2.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	●	☐	☐	☐	●	☐	☐	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e31 *Inventory of Religious Activities and Interests (IRAI).* Educational Testing Service, 1967-70.

The inventory describes activities performed by individuals employed in church-related occupations. The test is designed to help individuals understand types of religious activity which may be most satisfying to them. The test is most appropriate when used with adult and college level students, although, on occasion, it has been used with high school students. There are two forms, Form A and Form B, with 120 items on each. The inventory is self-administered and untimed, usually requiring forty to fifty-five minutes to complete. It is self-scored and self-profiled. The test utilizes a five-point Likert scale which relates to ten role scales and one check scale. The manual is available with statistical tables outlining the normative data as well as the reliability and validity studies which have been conducted.

Cost: Test Booklets – $.30 each, hand-scorable only; Answer Sheets – $.05 each, Specimen Set – $2.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
				●	●				●					●		●											

e32 *JOB-O (Judgment of Occupational Behavior-Orientation).* CFKR Career Materials, 1974.

JOB-O is a self-administered, self-scored, self-profiled, untimed, short, exploratory interest instrument most appropriately used at the junior high school level. The student answers nine questions dealing with (1) schooling, (2) occupational areas, and (3) job characteristics. Answers are on a continuum with five to six degrees of freedom. The manual consists of several mimeographed sheets describing the development of the JOB-O interest inventory.

Cost: Test Booklet, 100-199 – $1.00 each; index insert folders, 1-499 – $0.11 each; hand scorable only Specimen Set – $2.25.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
			●	●					●				●			●											

e33 *Kuder General Interest Survey (KGIS: aka Kuder E).* Science Research Associates, Inc., 1934-70.

The *Kuder-E* is a revision and downward extension of the *Kuder Preference Record-Vocational, Form C.* It is essentially the same test in terms of items and scales, with a grade 6 reading level. Like earlier Kuder forms, the *Kuder-E* is self-administered and untimed, usually taking forty-five to sixty minutes. It is self-scored and self-profiled. The test has ten scales plus a verification scale and utilizes a forced-choice format. A profile form is provided for grades 6 through 8 and another profile form for grades 9 through 12. The test was normed on thousands of students across the United States, using a stratified sample of boys and girls in grades 6 through 12 attending public elementary and secondary schools. The manual includes information concerning reliability and validity of the test.

Cost: Test Booklets, hand-scorable – $10.68 pkg./25; Machine-scorable (including scoring) – $22.75 pkg./25. Scoring Service available (see catalog for prices). Specimen Set – $2.10.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
			●	●					●				●			●											

e34 *Kuder Occupational Interest Survey (KOIS: aka Kuder DD).* Science Research Associates, Inc., 1959-70.

The *Kuder DD* is a revision of the earlier *Kuder D.* There are eight scales utilizing occupational activities in a forced-choice format. The *Kuder DD* makes a direct comparison between the scores of the individual test taker and the model responses of those in each occupation and college major. The test is self-administered, untimed, taking approximately thirty minutes, and is machine scored. The profiles list the highest-ranked occupational areas. Percentiles are provided in terms of the male and female reference groups. Over 12,000 college students took part in the norming of the *Kuder DD.* The manual reports many of the statistical studies that have been done with the *Kuder DD.*

Cost: Materials and Scoring, 10 or more sets – $28.00 per set. This test must be scored by the publisher (see catalog for prices). Specimen Set – $2.85.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CD&A	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	●	☐	☐	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e35 *Minnesota Vocational Interest Inventory (MVII).* The Psychological Corporation, 1965-66.

The MVII consists of 158 statements of three activities each. The individual chooses the one liked the most and the one disliked most. To establish the individual's interest patterns, 316 responses are used. These patterns are then related to twenty-one occupational scales and nine homogeneous area scales in the form of a personalized interest profile. The test is appropriate only for males who are seeking employment in non-professional, skilled or semiskilled, occupations. The *Minnesota Vocational Interest Inventory* is self-administered and untimed, usually taking about forty-five minutes to complete. It uses a forced choice, or ipsative, answer format. The test can be hand scored in NCS expendable booklets or machine scored on MRC answer sheets. The manual reports on the norming of the test with 7,000 workers in over twenty occupational fields. In each case the interest of successful members of a specific occupational group were compared with the interest of the tradesmen-in-general group.

Cost: Test Booklets, NCS – $5.50 pkg./25; MRC Reusable Booklets – $6.00 pkg./25. Answer Sheets: MRC – $4.75 pkg./50. Scoring Service available (see catalog for prices); Specimen Set – $1.25.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CD&A	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e36 *Ohio Vocational Interest Inventory (OVIS).* Test Department, Harcourt Brace Jovanovich, Inc., 1969-72.

The *Ohio Vocational Interest Survey* is an interest inventory based on the data-people-things concept of the *Dictionary of Occupational Titles* (DOT). The test is appropriate for grades 8 through 12. There are twenty-four scales related to the DOT which are measured by the 280-item test. Students are given the option to rate each job activity on a five-point Likert scale from "like very much" to dislike very much." The test is self-administered, untimed, and scored by the publisher. Scores are reported in terms of percentile ranks and stanines. The reporting service provides a student profile, summary report, local norms, and national norms. The test was normed on over 50,000 students. The manual gives many examples of how to interpret individual profiles.

Cost: Test Booklet Reusable Edition – $11.00 pkg./35. Answer Sheets: MRC – $4.00 pkg./35; NCS Answer Folder – $5.50 pkg./35. OVIS must be scored by the publisher (see catalog for prices). Specimen Set – $2.25.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CD&A	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e37 *Picture Interest Inventory (PII).* CTB/McGraw-Hill, 1958.

The *Picture Interest Inventory* contains only pictures. There are fifty-three items of pictures each in Part 1. The student must mark the picture liked the most and the one disliked most. There are thirty additional individual pictures which the individual must mark either like or dislike. The test is most appropriate at grade 7 through 12 and adult levels. The *Picture Interest Inventory* is essentially self-administered, is untimed, usually taking about thirty minutes and can be either hand or machine scored. It is a forced-choice test which reports scores in six fields, plus three supplemental scales. The scores are presented in terms of percentiles. Normative data for individuals are provided in the manual. There is information concerning the reliability of the test on a test-retest basis, but only content validity is reported.

Cost: Test Books – $7.10 pkg./35; Answer Sheets: IBM 805 – $22.50 box/500. Scoring must be done locally (hand or machine). Specimen Set – $0.75.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
			●	●					●				●			●											

e38 *Strong-Campbell Interest Inventory (SVIB-SCII).* Consulting Psychologists Press, Inc., 1933-74.

The *Strong-Campbell Interest Inventory,* an outgrowth of the *Strong Vocational Interest Blank,* is a self-administered, untimed test most appropriately used with adults and college-bound high school students. The newest version of the test is a merged form, containing both male and female profiles. There are fifty-nine scales for the interpretation of men's scores and thirty-four scales for the interpretation of women's scores. It was normed on college students and individuals in occupations which require a college education. The test is hand-scorable, but is usually machine scored and machine profiled. The manual has reports of validity and reliability study data.

Cost: Test Booklets, Reusable – $6.25 pkg./25. Answer Sheets – $12.50 pkg./100; Prepaid (includes scoring) – $130.00 pkg./100. Must be scored by publisher. Specimen Set – $2.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
				●	●				●			●	●			●											

e39 *Animal Crackers.* CTB/McGraw Hill, 1973.

Animal Crackers is a test which was recently designed to measure school motivation for preschoolers, kindergarteners, and first graders. The test utilizes pictures of readily recognizable animals, in pairs, for which typical behaviors are described. The student is asked to check the animal whose behavior most closely correlates with the described behavior. The test contains sixty items related to five scales and a total score. The scales are: school enjoyment, self-confidence, purposiveness, instrumental activity, and self-evaluation. The test takes twenty to forty-five minutes to administer, can be hand or machine scored, and is read to the students. The scores on the test are converted to percentile ranks. The manual reports the norming group of 112 children in kindergarten and grade 1 across the U.S. Item difficulty is noted in a reverse scale: zero is very difficult, one hundred is easy.

Cost: Test Books, machine-scorable – $12.80 pkg./30; hand-scorable – $11.00 pkg./30. Scoring must be done locally (hand or machine). Specimen Set – $2.40.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
●									●			●				●											

Other Types of Tests and Inventories

e40 *Boxscore.* Chronicle Guidance Publications, Inc., 1974.

The two forms of Boxscore, series A and B, are criterion-references tests. The questions included in the tests involve the following kinds of information: work performed, entry requirements (schooling), licensing requirements, rewards (earnings), and occupational outlook, as well as general information on the world of work. There are one hundred questions divided into five groups. Group 1 consists of forty statements regarding the occupational outlook of the world of work; the student must indicate if the statement is true or false. Group 2 consists of ten pairs of occupations; the student must indicate which one of the two occupations earns more money. Group 3 consists of twenty occupations; the student must determine how much education is required. Group 4 consists of twenty occupations; the student must determine which of them require a license. Group 5 consists of ten occupations; the student must determine which one of four descriptions best describes the occupation. It is useful to the student for an individual assessment of knowledge of the world of work and to the teacher in planning the curriculum.

Cost: Series A or B, set of twenty-five with Guidebook – $5.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	●	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e41 *California Life Goals Evaluation Schedules (CLGES).* Western Psychological Services, 1966-69.

The California Life Goals Evaluation Schedules is an inventory based on the ten career schedules developed in 1938 by the Chicago life goal study group. There are 150 items consisting of debatable statements to which the client must indicate the agreement or disagreement on a five-point Likert scale. The ten schedules, or scale areas, are: theme, profit, fame, power, leadership, security, social service, interesting experiences, self-expression, and independence. The test is appropriate for fifteen-year olds or older. It is self-administered and self-profiled. The test comes in both a consumable booklet or a reusable booklet and can be either hand scored or machine scored.

Cost: Test Booklet – $4.50 pkg./25 (20+ pkgs.); Reusable (must use answer sheet) – $4.50 pkg./25 (20+ pkgs.); Answer Sheets – $8.50 pad/100; Hand-scorable only; Specimen Set – $5.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	●	☐	☐	☐	●	☐	☐	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e42 *Career Maturity Inventory (CMI).* CTB/McGraw-Hill, 1973.

The Career Maturity Inventory is an outgrowth of the Crites Vocational Development Inventory (VDI) which was an attitude scale. The Career Maturity Inventory includes the old VDI attitude scale and adds a competency test to supplement the battery. The attitude scale contains fifty items which are answered either true or false. The competency test measures abilities in five different areas: self-appraisal, occupational information, goal selection, goal planning, and problem solving. Since the competency test section is still in its research edition, caution should be used in any interpretation of test results. The test can be administered with minimum directions. It can be hand or machine scored and takes approximately two hours for the complete battery. Machine scoring provides a profile of the scores, and an item analysis. The publishers provide both an administration manual and a technical manual. Scores on the test are presented in percentile norms. Norms are reported for grade 6 through college.

Cost: Test Books, complete inventory – $20.00 pkg./35; Answer Sheets: CompuScan, IBM 1230, or Digitek – $36.00 box/500; Scoring Service available with CompuScan Answer Sheets only (see catalog for prices); Specimen Set – $4.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	●	●	●	☐	☐	☐	●	☐	☐	●	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

• e43 *Comrey Personality Scales (CPS).* Educational and Industrial Testing Service, 1970.

The Comrey Personality Scales are appropriate for use with normal adult individuals and contain 180 items in eight personality scales. Each of the scales contains twenty items and there are an additional twenty items to be used for validity purposes. Half of the items are positively worded and half of them are negatively worded. The respondent answers on a seven-point Likert scale. The test is self-administered, hand scored or machine scored, and although untimed, takes approximately one hour. The manual suggests that local norms be established with other age groups. Scores are reported as T-scores which provide scaled scores. A profile sheet is available.

Cost: Test Booklets, reusable – $9.50 pkg./25; Profile sheets – $4.00 pkg./25; Answer sheets, Hand-scorable – $4.75 pkg./50; Digitek – $6.50 pkg./50; Scoring Service available (see catalog for prices); Specimen Set – $3.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

• e44 *Flanagan Industrial Tests (FIT).* Science Research Associates, Inc., 1960-70.

The Flanagan Industrial Tests are a set of eighteen short tests designed specifically for use with adults in personnel selection programs for a wide variety of jobs. The tests, which are essentially self-administered and take five or fifteen minutes for each, can be administered in any sequence or combination deemed appropriate by the industry. The tests are hand scored. The 1965 edition of the manual includes tables correlating the FIT to the earlier Flanagan Aptitude Classficiation Tests (FACT). There are also tables showing national percentile norms for raw scores at the grade 12 level and again at the freshman level in college. Much of the reliability and validity for the FIT tests is based on the longer version FACT tests.

Cost: Test Booklets – $5.95 pkg./25 (20-199 pkgs.). Aptitude Classification Sheets – $4.62 pkg./100; Hand-scorable only, Specimen Set – $11.85.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

• e45 *Minnesota Satisfaction Questionnaire (MSG).* Vocational Psychology Research, 1963-67.

The test is one of the products of the Work Adjustment Project studies at the University of Minnesota Industrial Relations Center. The test is for adults only and is designed to measure job satisfaction. The test contains one hundred items which are answered on a five-point Likert scale. The test contains twenty scales, five items to each, with weighted scores assigned to the answers. The test is untimed, usually requiring fifteen to twenty minutes, and is a self-administered. The test is hand scored but machine scored results are also available. A seventy-fifth percentile score is considered to relate to high satisfaction with one's job; a twenty-fifth percentile score relates to low satisfaction. A short form of the test is also available, containing only twenty items. However, administrators of the test are advised to use the one hundred-item test whenever time permits. The manual contains extensive occupational norms from an earlier version of the test.

Cost: Test Booklets, Long Form, 15 to 499 copies – $.20 each; Short Form, 30 to 499 copies – $.10 each; Scoring Service available (Information furnished upon request). Specimen Set – Available without charge.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e46 *Ohio Work Values Inventory.* Bradford J. Fenner and Loyde W. Hales, 1974.

The Ohio Work Values Inventory manual contains a description of the test, directions for administrating, test booklet characteristics, and classification and definitions of OWVI values, norms, reliability and validity. It also provides an easy to use unfolding booklet and a detachable profile of work values. This inventory consists of seventy-seven items which measure eleven significant work values. There is one of five possible response answers on a continuum of liking. The OWVI is intended for use by a variety of vocational development workers such as school counselors, teachers, and others willing to help individuals to assess the importance they attach to those qualities of work which are personally rewarding and fulfilling.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	●	●	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e47 *San Francisco Vocational Competency Scale (SFVCS).* The Psychological Corporation, 1968.

The San Francisco Vocational Competency Scale has been developed for supervisor ratings of mentally retarded adults. Its purpose is to rate these adults for participation in sheltered-workshop and other workshop programs. The SFVCS contains thirty multiple choice items covering four areas: motor skills, cognition, responsibility, and social-emotional behavior. The score is the total of the level numbers which are circled as the employee is rated by the supervisor. There are percentile-norming tables in the manual.

Cost: Scales, with Manual – $10.30 pkg./100; Hand-scorable only, Speciment Set – $0.60.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	☐	●	☐	☐	●	●	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

e48 *Secretarial Performance Analysis (SPA).* Psychologists and Educators, Inc., 1969.

This is a rating form of the general characteristics found to be desirable for clerical and secretarial employees. The job supervisor rates an individual in three areas: basic skills, executive skills, and personal attributes. Scores are based on a four-point scale; the total of the points for each test and for the battery is used for four final ratings. A chart of reference points is provided. For each of the three tests and for the composite performance, three performance ratings are possible: excellent, acceptable, and unacceptable. The manual is a one-page printed sheet.

Cost: Rating Forms – $24.00 pkg./100; Specimen Set – $1.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

* e49 *Self-Directed Search: A Guide to Educational and Vocational Planning (SDS).* Consulting Psychologists Press, Inc., 1970-73.

The SDA follows John L. Holland's theories concerning six areas of interest: realistic, investigative, artistic, social, enterprising, and conventional RIASEC. It is most appropriate for students in grades 9 through 12. Students self-rate themselves, select their "dream" occupations, and then rate themselves again after taking the test. The SDA contains 216 items: sixty-six dealing with activities, sixty-six dealing with skills, and eighty-four dealing with occupational titles. The test is self-administered, untimed, self-scored and self-profiled. The student ratings, or scores, are compared with the test scores and interest areas of individuals currently employed in the different occupational fields.

Cost: Sets of Assessment Booklets and Occupational Finders – $65.00 pkg./100 sets.
Hand-scorable only, Specimen Set – $2.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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* e50 *Short Occupational Knowledge Tests.* Science Research Associates, Inc., 1969-70.

The Short Occupational Knowledge Tests are available for the following occupations: auto mechanics, bookkeepers, carpenters drafters, electricians, machinists, office machine operators, plumbers, secretaries, tool and die makers, truck drivers, and welders. The achievement tests attempt to measure the knowledge of current contents and concepts in each of these fields. Items were designed by experts in each field and then pretested on other workers in the same field. Each test has eighteen to twenty-two items in a multiple choice form. The tests are self-administered, untimed (ten to fifteen minutes), and are most appropriate for adults. The norms are based on ninety-five companies, and the cutoff scores that demonstrate adequate occupational knowledge are provided for each occupational area.

Cost: Test Booklets, consumable – $9.55 pkg./25; Hand-scorable only, Specimen Set – $5.70.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
					●				●			●				●											

* e51 *Speech-Appearance Record (SAR).* The Psychological Corporation, 1967.

The Speech-Appearance Record is a supervisor rating scale used for screening adult job applicants. The SAR provides spaces for necessary general information. The supervisor rates the appropriateness of the applicant's appearance on a checklist. Reading ability is checked by cards containing written passages; verbal ability is checked by requesting response to pictures on other cards. The test measures the reading ability and spontaneous verbal ability of a job applicant.

Cost: Test Booklets, MRC Machine-scorable – $18.00 pkg./100; Scoring Service available (see catalog for prices). Specimen Set – $1.20.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
					●				●			●	●	●		●											

* e52 *Test Orientation Procedure (TOP).* The Psychological Corporation, 1967.

The Test Orientation Procedure is a practice manual consisting of typical questions which are asked on employment tests. This instrument is most appropriate for adults seeking entry-level employment. The format is designed for self-administration, with time limits and answers supplied by the publisher. The test booklet and practice test questions are consumable.

Cost: Manual and 25 of each booklet with tape or cassette – $18.50; How to Take Tests, with manual – $4.80 pkg./25; Practice Tests, with manual – $4.80 pkg./25; Specimen Set – $1.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	●	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

* e53 *Wonderlic Personnel Selection Procedure (WPSP).* E. F. Wonderlic & Associates, Inc., 1967-69.

The Wonderlic Personnel Selection Procedure is a complete set or system of materials which can be used by an employer to delve into the abilities and background of a potential employee. The WPSP requires self-ratings and the ratings of outside persons. Materials include an introductory application, a personnel application, personnel test, interviewer's guide, health questionnaire, written references' report, telephone references' checklist, and a pre-employment summary form. Each section of the test provides input to the final decision process.

Cost: Test Forms – $10.00 (100 copies, any one form) special introductory package, 5 set kit – $5.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	☐	●	☐	☐	☐	●	☐	☐	●	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

* e54 *Work Values Inventory (WVI).* Houghton Mifflin Company, 1968-70.

The Work Values Inventory is authored by Donald Super and was designed as a values inventory appropriate for grades 7 through 12 and adults. There are forty-five value items which the individual rates on a five-point Likert scale. The test is self-administered and untimed, usually taking ten to fifteen minutes to complete. The test is designed to be machine scored, but can be hand scored with the keys provided in the manual. The WVI has a manual.

Cost: Test booklets, MRC Machine-scorable – $18.00 pkg./100; scoring service available (see catalog for prices). Specimen set – $1.20.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	●	☐	☐	☐	●	☐	☐	●	☐	●	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

f1 *Career Guidance: A Handbook of Methods.* Robert E. Campbell and others. Charles E. Merrill Publishing Company, 1973. 421 pp.

This document describes over six hundred career guidance methods. This handbook can also help in the training of guidance personnel at all levels for it allows the student to scan quickly the parameters of methods. Furthermore, many of the described methods can be tailored to suit individual needs. The topics examined in this volume are: population, subgroups for whom special guidance procedures are desirable, career guidance methods which have been classified according to the American school system, designing career guidance approaches, guidelines for career guidance program development and, finally, where we are and what we need. Approximately one-half of this handbook is devoted entirely to method abstracts, the reader is also provided with a method index.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPOM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
		●	●	●		●	●	●	●									●								●	

f2 *Career Tests and Resources.* San Diego County Department of Education, 1975.

Career tests and resources is an annotated review and evaluation of available and usable career guidance materials. These career guidance materials are published in a looseleaf binder form and on needle sort cards. Such material is primarily recommended for rural teachers, counselors, and administrators who work with (k-adult) individuals making career plans or who simply need a comprehensive list of tests and resources. Content in this document is divided into three sections: (1) introductory material, (2) career test annotations printed on cards, and (3) a set of annotated listings of career resources are also printed on cards.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPOM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
		●	●	●	●				●			●	●	●		●		●									

f3 *EPIE Career Education Set: Volume 1–How to Select and Evaluate Instructional Materials, Volume–Analyses of Seven Hundred Prescreened Materials.* EPIE Institute, 1975.

The two volumes which comprise this set are the result of a nine-month study sponsored by the National Institute of Education, to search out and prescreen for inclusion all available career education instructional materials. The purpose is to provide schools with the most recent and authoritative information needed for the evaluation and successful selection of instructional materials. Volume 2 provides descriptions of some 700 career education materials. Volume 1 not only contains information to assist in purchasing career education materials, but also serves as a timeless handbook for educators who are concerned with improving the quality of the materials with which children spend so much of their time. A device by which teachers and administrators can pinpoint their school's position on career education and the procedures for materials selection are included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPOM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
		●	●	●					●									●									

f4 *Resource Book of Low Cost Materials.* American Institutes of Research, 1974.

This is a review of teacher handbooks and guides, career exploration, curricula and student texts, student guidance materials, and multi-media resources. It also includes annotations of other bibliographies, journals, etc., a survey of children's literature on career education, and brief notes of recently funded federal projects.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	●	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐

f5 *Resources for Career Development: An Annotated Bibliography.* Indiana Career Resource Center, 1975. 142 pp.

This document presents approximately 650 annotated and categorized listings. Included in this publication are a guide to use of the bibliography, Content-At-A-Glance charts, annotated references to printed materials, games and simulations, film and cassette media, and test instruments. A partial listing of publishers and sources of career development materials is also included.

Cost: $4.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	●	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐

f6 *Sources of Occupational Information.* Gerald H. Ognibene. Ohio Department of Education, 1970. 88 pp.

This publication identifies some of the many sources of occupational information and describes some of the representative publications which are available. An annotated bibliography of five major occupational sources makes up this monograph. Sources described are the U.S. government, states, military, and commercial. Counselors, school librarians, and teachers can find this publication to be a helpful resource in locating occupational and related educational information. In order to provide easy access to the information two separate indexes can be found at the end of this document—one by title and the other by supplier.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	●	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐

g1 *Accountability in Pupil Personnel Services: Process Guide for the Development of Objectives.* Howard J. Sullivan and Robert W. O'hare. California Personnel and Guidance Association, 1971. 113 pp.

A professionally prepared procedural guide designed to assist persons working in pupil personnel services in the development, implementation, management and evaluation of a program which is objective-based. The document is organized in six chapters which take a reader through the sequential stages of developing and implementing an objective-based program. A cubistic model is developed around Willman's three functional levels of objectives (awareness, accommodation, action); three domains (educational, vocational, social); and developmental levels. Extensive appendices provide examples and samples of procedures and activities which clarify and expand on the textual section of the publciations.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	●	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐

g2 *Booklet of Objectives.* National Assessment of Education Progress. 75 pp.

This booklet contains objectives (actual outcomes) for career and occupational development. These outcomes are fairly extensive and are defined for five main areas to (1) prepare for career decision making, (2) improve career and occupational capabilities, (3) possess skills that are generally useful in the world of work, (4) practice effective work habits, and (5) have positive attitudes towards work. Outcomes have been developed at three age levels: thirteen, seventeen, and adult.

Cost: $1.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	●	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐

g3 *Curriculum Design and Instructional Objectives Catalog.* American Institutes for Research.

The objectives in this catalog are arranged according to four major strands and by topic and concept within each strand. A weakness of the catalog is that the objectives have not been translated into behavioral terms.

Cost: $9.75

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐

h1 *Assessing Affective Outcomes in Career Education.* William Bingham. New Jersey State Department of Education, 1975. 8 pp.

This pamphlet briefly describes evaluation in relation to affective outcomes of students. The following topics are covered: presence of assessment in schools, how there has been a major change in the evaluation of student-performance, two key dimensions of affective performance, and activities for assessing affective outcomes. This pamphlet can be an aid to those staff members who are responsible for evaluation.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
		●	●	●					●											●							

h2 *Career Education Measurement System: Reporting System Evaluation, Program Planning and Needs Assessment.* Texas Education Agency, 1975. 10 pp.

This publication is one of a series of reports of the Texas Career Education Measurement System. This publication has the results of a survey completed by school personnel perceptions and interpretations of the reporting system (what their students from seventh through eleventh grades achieved in the battery of twenty-two test booklets of "learner outcomes"). State and local personnel in charge of transmitting meaningful career education test results to teachers and guidance counselors may find value from this publication.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
			●	●					●											●							

h3 *System for Evaluating Career Education in Minnesota: 1972-73 Final Report.* Brandon B. Smith. Minnesota Research Coordinating Unit, 1974. 57 pp.

The Minnesota Research Coordinating Unit designed and operated a system of formative and summative evaluation to assess the processes used to implement career education, as well as to assess the impact that career education instruction had on students in grades 1-9. Presented and discussed in this report are the findings of the first year's evaluation of seven of the participating school districts in Minnesota that have implemented career education in a different way. This report is divided into three major parts: Part I pertains to the processes used of each of the school districts; Part II presents information concerning the product outcomes of the projects; and Part III describes the relationship between process and product evaluations. School personnel who may be interested in evaluating career education in their own school districts should examine the evaluation system used in this final report. The appendix includes a variety or forms which were developed for use in this study.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
		●	●						●											●							

h4 *Workshop Evaluation System.* Earl McCallow. Learning Concepts, 1974.

The purpose of this four part package is to provide a systematic approach to the evaluation of workshops. The "Workshop Evaluation Scale" provides an assessment of the effectiveness of the workshop by gathering participant responses to organization, objectives, presenter, ideas and activities, scope, beneficiality, and overall effectiveness. Over 40,000 participants have used this scale to evaluate a variety of workshops. The "Workshop Evaluation Scale Manual" provides information on test developments, administration, scoring, interpretation of scores, and normative data. The "Analysis Report Form" is a convenient way of recording and comparing average values for each item on the scale and norms can be established. This system can be useful to persons desiring evaluation information on workshops.

Cost: Manual – $2.95; Workshop Evaluation Scales (pkg. 25) – $3.75; Analysis Report Form – $.25.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	F*	P	SD	CR
☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	●	☐

III. CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES

K–4

i1 *Career Education Series: Elementary Units–Grades K-2.* Roseville (Minnesota) Area Schools, 1973.

This guide provides suggested ideas and strategies for teachers to use when they implement career development in the kindergarten through second grade setting. There are five broad objectives which cover the areas of developing respect for workers and the place of work, developing a positive self-concept, developing an awareness of occupational areas, developing interpersonal skills, and developing decision making skills. Each of the broad objectives has been broken down into performance objectives and specific objectives with teaching strategies written to the specific objectives. Within the strategies there are learning activities, a list of resources and materials, and the name of the related subject area. Also included with each set of strategies are resource sheets.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
●									●			●	●	●							●						

i2 *Elementary Guide in Career Development, Grades 3-4, An.* Charles E. Harwood. Roseville (Minnesota) Area Schools, 1973.

This publication contains a guide which discusses self in relation to potential careers, concepts related to understanding of self, and skills for decision-making. There are five broad objectives for the programs which are subdivided into possible units of study. There are thirty-eight of these units with identifying objectives. This guide is a compilation of ideas and teaching-learning strategies which a teacher may find to be of value if she or he is interjecting career and self-awareness into present curriculum offerings.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i3 *Making the Most of Your Field Trip.* Guidance Associates, 1975.

This kit includes one ten minute color filmstrip, one 10" lp record or one cassette, and a teacher's guide. The materials serve two purposes. Information on how to organize for a field trip with primary grade students is provided. The presentation is also used to introduce programs in the Career Awareness Field Trips. Communication skills which can be used by primary students in career awareness are presented. The teacher's guide includes teaching and discussion materials and the filmstrip script.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
●										●				●							●						

i4 *Teacher's Guide for Career Education in Kindergarten-Primary Grades.* St. Louis (Missouri) Public Schools, 1974.

This document consists of lesson plans dealing with self awareness and career awareness. It is divided into four sections with fifteen lessons for the kindegarten level, thirteen lessons for the Primary I level, seven lessons for the Primary II level, and fourteen lessons for the Primary III level. The lesson plans are organized in the following manner: the domain and concept, lesson time, curriculum area, new vocabulary, prerequisite knowledge, resources required, teacher preparation tasks, instructional procedures, supplemental activities, are provided and assessment procedures are suggested. Various worksheets are also provided.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i5 *What Do You Like? What Do You Do? (Developmental Level K-3).* Russel Newton. University of Missouri, 1974. 18 pp.

This teacher's guide is designed to assist students in primary grades to identify their interests and tastes and to understand the influence these interests and tastes have on activities. Within the two learning sequences, the instructor is provided objectives and learning sequences which enable the students to learn about interests and tastes in relation to themselves and others.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i6 *You: Who . . . Where . . . When (Developmental Level K-3).* Suzanne Fitzgerald. University of Missouri, 1974. 62 pp.

This teacher's guide is designed to make students in primary grades aware of the various roles, settings, and events in their lives. In the three learning sequences the instructor is provided objectives and learning activities that enable the learners to investigate, in a personal manner, roles they currently assume, settings with which they are familiar, and the natural events they experience at present. Also included is a resource section.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i7 *You at Work: Who . . . Where . . . When (Developmental Level K-3).* Suzanne Fitzgerald. University of Missouri, 1974. 40 pp.

This teacher's guide is designed to aid students in the primary grades learn about the world of work. The concept of the world of work is broken down into the three facets of roles, settings, and events enabling a more in-depth yet simple introduction. Within the three learning sequences, the instructor is provided objectives and learning activities which relate to the roles, settings, and events that affect a worker with whom the student is immediately familiar. Also included is a small resource section.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i8 *You + Others = ??? (Developmental Level K-3).* Carolyn Magnuson. University of Missouri, 1974. 52 pp.

This teacher's guide is designed to help students in the primary grades identify feelings and understand the ways individuals react to various situations. Within the four learning sequences the instructor is provided objectives and learning activities to assist the students to develop a greater knowledge of transactional strategies in interpersonal relationships and how they may change their own strategies of interpersonal behavior. Also included is a resource section.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i9 *Making Toys Through Teamwork.* The Center for Vocational Education. 4–6

This loose-leaf instructor's resource handbook provides student learning experiences in grades 5 and 6 with wood construction and the principles of mass production. Each section of the guide includes teaching objectives, resource materials, instructor preparation, student activities, and evaluation considerations. Illustrations that are suitable for use as overhead transparencies, picture tools, simple blueprints, and carpentry techniques are included. Topics include: introduction to wood construction; building an individual project; group design and construction; designing working drawings and making a market survey; introduction to mass production; solving company problems through decision making; mass production in practice; and relating wood construction knowledge to occupations. The safe use of tools, materials, and equipment is stressed. Task planning, interprersonal relations, individual and group work methods, career exploration in wood construction occupations, applied mathematics, and decision making are positive reactions to these educational materials. Suggestions for adapting the simulation to materials other than wood are also provided. Consideration needs to be given to the availability of space for construction and the amount of construction supplies readily available.

Cost: $8.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i10 *Model Career Guidance Centers.* Teheme County (California) Department of Education. 199 pp.

This guide offers the teacher and counselor a series of organized career education components and concepts to be covered in grades 4 through 12. The information provided in this document is contained in nine major divisions. This guide provides an extensive list of resources to school personnel such as: (1) case problems, (2) assessment instruments, (3) media costs and vendors index, (4) resource persons organized by clusters and speakers, (5) a guide for field trips, and (6) a variety of forms (i.e., self-evaluation, job application, job interview, personal interest). This document can help students in grades 4 through 12 develop the ability to analyze their aptitudes, values, skills, and interests.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	●	●	☐	☐	☐	☐	●	☐	☐	●	●	●	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i11 *Teacher's Guide for Career Education in Fourth, Fifth, and Sixth Grades.* St. Louis (Missouri) Public Schools, 1974.

This program is divided into three sections by grade level. The fourth grade section contains ten lessons which deal with career awareness, leisure time understanding, and self awareness. The fifth grade section contains nine lessons which pertain to the areas of career awareness, economic understanding, and societal understanding. The sixth grade section is made up of ten lessons which provide information on career awareness, economic understanding, and societal understanding. Some of the topics concern St. Louis and large cities. The lesson plans provide the domain, concept, performance objectives, grade level, curriculum area, resources required, and suggested activities. Various worksheets are also provided.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i12 *You: Who . . . Where . . . When (Developmental Level 4-6).* Suzanne Fitzgerald. University of Missouri, 1974. 38 pp.

This teacher's guide is designed to help students in the intermediate grades take a look at themselves in terms of their careers. Within the three learning sequences the instructor is provided objectives and learning activities that enable the learners to clarify the meaning of "roles," "settings," and "events." Students will be able to see each of the three life components distinctly as well as how they interrelate. Also, a resource section is included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i13 *You + ??? = Friendship (Developmental Level 4-6).* Carolyn Magnuson. University of Missouri, 1974.

This teacher's guide is designed to aid students in the intermediate grades to begin understanding the complexities of interpersonal relationships. Within the six learning sequences the instructor is provided objectives and learning activities to assist the students to identify the various types of interpersonal relationships. Other learning sequences are designed to enable the students to understand the basic elements of friendships and what they themselves contribute to and expect from relationships they establish. Students will be provided ways of appraising their interpersonal relationships and, if desired, make changes in their ways of approaching people. Also included is a resource section.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i14 *You and New Things to Do (Developmental Level 4-6).* Russel Newton. University of Missouri, 1974. 20 pp.

This teacher's guide is designed to help students in the intermediate grades obtain an understanding of how interests are developed and how they may be changed. Within the three learning sequences, the instructor is provided objective and learning activities that are designed to project the impact of interests into the future and help the students decide whether or not they may want to change old interests and/or establish new ones.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	●	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i15 *Career Awareness: Owatonna Elementary Schools.* Minnesota Department of Education, Pupil Personnel Services Section, 1973. K–6

This publication is an elementary teacher's guide to infuse career awareness in grades 1 through 6. The document is divided so that each grade level is a separate part and each part has nine sections, one for each month of the year. It was planned that a teacher may choose to use one or more of the suggested activities each week. Each activity is complete unto itself and includes the Related Subject Area, Objectives, Learning Activities, and Discussion Questions. The career awareness emphasis for the first grade is self-awareness, the second grade is jobs in the student environment, the third grade is economic awareness, the fourth grade is occupational awareness, the fifth grade is education/occupational awareness, and the sixth grade is evaluating personal abilities, etc., as they relate to occupational roles. Elementary teachers and guidance counselors may find this publication a tool for assistance in developing career awareness curricula.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i16 *Career Development Curriculum Guide for Intermediate Grades.* Unified School District No. 1 (Racine, Wisconsin), 1972. 108 pp.

This guide is designed to assist counselors and teachers of students in grades three through six develop a career development program. The guide mainly consists of suggested career development activities for the various grade levels. Each set of activities revolves around a career development concept, objectives, and a learning outcome. Information included about the activities includes the grade level, subject, actual learning activity, resources, and evaluation. The guide also includes a career development model, a list of career developments concepts, suggestions for teaching, and appendices which contain resource sheets.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	●	●	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i17 *Career Development Guide.* Oshkosh (Wisconsin) Area Public Schools, 1973. 174 pp.

This guide is designed to assist educational personnel in the establishment of a career development program for grades kindergarten through six. Approximately twenty pages of the document provide a model for a career development program. The remainder of the guide provides suggested activities. The guide is set up in a way that for each aspect of the model a concept and general objective are provided with behavioral objectives, suggested activities, resources and materials, and evaluation procedures listed for each general objective.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	●	●	●	●	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i18 *Career Development Guide for the Elementary School: A Guidebook for Teachers and Guidance Counselors.* Charles W. Ryan. Maine Department of Education. 124 pp.

This publication is a guide for assisting teachers in implementing an elementary career development program. The units in the guide are grouped for grades 1 through 3 and 4 through 6; they also are classified by subject matter area. After unit plans, with their rationale, general objectives, performance objectives, and activities, sample lesson plans for each grade level appear. The fourth through sixth grades theme is that of meeting people, watching people and talking with people. A bibliography is included in the publication, and in the appendices are a sample letter to parents, a film guide, guide for planning and conducting a field trip, a classroom demonstration model, a model for using resource persons, and a guide for teacher work experience interviews. Local educational agencies may find the guide helpful in introducing the world of work into their present curriculum materials.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	●	●	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i19 *Career Education Guide.* Lakeshore (Wisconsin) Technical Institute. 478 pp.

This career education program guide was developed around the Wisconsin State Career Curriculum Model and deals with sixteen career concepts and 205 general objectives. This model is conceptually based on three domains: self, career planning and preparation, and the work world which focus upon a central program goal of emerging self and career identity. Each grade level has assigned responsibility for certain career concepts in terms of introducing, developing, or emphasizing each concept. Each concept has been assigned a general objective which contains what are described as factors which appear to be drawn from the general objectives. Behavioral objectives are written for each general objective and curriculum considerations given. Resources, activities and evaluations are listed. A good resource for anyone developing an objectives-based program to avoid constant rediscovery of the wheel.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i20 *Career Education Resource Guide.* General Learning Corporation.

Adaptable to all grade levels of education, in all parts of the country, and in all sizes of schools, this book provides the classroom teacher with a wide variety of suggestions for incorporating career education into the curriculum. The activities appear to be practical and have been extensively "field tested" by teachers throughout the nation. Notable features of the book are: a summary of the development of career education; a concise bibliography; a supply list of available career education materials; and a career education concept chart, which correlates the appropriate grade level and curriculum subject matter with the appropriate career education concepts. The variety of alternatives allows the teacher to select that activity which fulfills the special needs of the particular student group.

Cost: $4.25.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i21 *Careers: A Guide to Awareness Grades 1-6.* North Bend (Oregon) School District B.

The purpose of this document is to provide an outline of suggestions for the teaching of career awareness. The activities offer a broad view of careers, rather than developing specific skills. This guide is designed to help teachers approach the study of career awareness and should not limit the teacher's creativity on developing his/her program to meet the needs of the children. The program should emphasize a strong self-concept, the dignity of work, respect of all workers, the understanding of man's interdependence, and the interrelatedness of careers. Overall concepts are given for each grade with specific behavioral objectives designed to develop these concepts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i22 *Elementary Teacher's Guide: Career Awareness.* Arkansas Department of Education, 1972. 280 pp.

This booklet is a guide for elementary teachers who wish to implement a career awareness program. It is divided into eight parts. The first part has suggestions for teachers to use in visiting community industries. Sections II through VI contain units that could be utilized by teachers to introduce specific occupations to youngsters–Agriculture, Distribution, Health, Business and Office, and Trade and Technical. Each of these sections contains a job description, working conditions, training and other qualification, and then the concepts, activities, resources and references, and linking content. The appendices contain a listing of references. Elementary teachers may find this publication to be of value as they plan teaching experiences for their career awareness programs.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	●	●	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	●

i23 *Infusion Models, Career Education in the Elementary School.* Ardeth M. Deay et al. Cornell Institute for Research and Development in Occupational Education, 1973. 47 pp.

This publication contains plans for infusing career education elements into the curriculum areas of social science and science for grades 1 through 6. The materials were revised and/or developed according to: Career Educational Model (CEM) Elements; Career Education Themes; Behavioral Objectives; and Unit Content. The CEM Elements used are: Self-Awareness, Educational Awareness, Career Awareness, Economic Awareness, Decision Making, Beginning Competency, Employability Skills, and Attitudes and Appreciations. The materials are also classified by general topic, social studies or science and the grade level. A listing of the Revised List of Matrix (CCEM) Themes is also a part of this report. Elementary teachers in social science and science may wish to review this publication for aid in planning units, and elementary teachers who have other majors may wish to use this publication as a guide in developing career development units.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	●	●	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i24 *OCCUPAC Project: Phase I, Final Report.* Marla Peterson. Eastern Illinois University, 1971. 406 pp.

The first portion of this publication gives the procedure, the evaluation design, recommendations, and a summary of the dissemination efforts of a project titled, "Development of Occupational Information Learning Activity Packages for Grades K-9." The next part is an Instructional Guide for K-3 OCCUPACS. The following section is an Instruction Guide for 4-6 OCCUPACS. The last section is an Instructional Guide for 7-9 OCCUPACS. The complete OCCUPAC packages contain slides, tapes, equipment, and materials used in different occupations, decision-making simulation activities, and props of all kinds from the real world of work. These materials and equipment used are explained in this publication. Teachers and guidance counselors may want to read this publication if they are interested in beginning and/or expanding a program to help students develop wholesome attitudes toward the world of work and to expose them to many occupations.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	●	☐	☐	☐	☐	☐	●	☐	☐	☐	●	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i25 *Ohio's Career Continuum Program: World of Work Program, K-6.* Ohio Department of Education, 1972.

This publication is a teacher's guide for a K-6 career development program. There are three sections in the book—the first for grades K through 2, the second for grades 3 and 4, and the third for grades 5 and 6. Each section contains units and each unit has the following components: Developmental Objectives, Behavioral Objectives; Activities; Sample Lesson; Teacher Notes and Comments; and Coding Grid. Three broad areas guide the planning for each of the three sections. They are: The Individual and His (or Her) Environment; World of Work; and Self. Teachers who are interested in infusing career motivational units into their present program may find this publication to be of value.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i26 *Project People of Peoria: Career Awareness and Exploration.* Charles Pryor. Peoria (Illinois) Public School District 150, 1974. 315 pp.

This resource book contains ideas, objectives, activities, and references for infusing career awareness into the K-8 curriculum. Most of the activities are centered around people in occupations. Where appropriate, the infusion ideas are grouped by subject area—math, English, etc. There is also a section devoted to special education. This handbook would be of value to elementary teachers and counselors who want ideas for implementing a career awareness program in the elementary school.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	●	●	☐	☐	☐	●	●	☐	☐	☐	☐	●	●	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i27 *Teacher's Guide for Career Education in Guidance, K-8.* St. Louis (Missouri) Public Schools, 1974. 13 pp.

This unit deals with the areas of career awareness, self awareness, attitudes and values, and interpersonal skills. The grade levels that each lesson is appropriate for are given on the unit plan. The purpose of the suggested lessons is to infuse, explore, and evaluate career education in the elementary school. The unit plan provides the domain, concepts, general goals, grade level, curriculum, new vocabulary, prerequisite knowledge, resources required, teacher preparation, instructional procedures, supplementary activities, and assessment procedure. Various worksheets are also included.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	●	☐	☐	☐	☐	☐	●	☐	☐	●	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i28 *World of Work in the Elementary School, The.* Marvin Pittman School Staff. Georgia Southern College, 1972. 193 pp.

This publication contains the units developed by elementary teachers to enable them to "infuse the world of work and career development in their traditional elementary program" (p. 1). There are seventeen units (from kindergarten through grade 6) and these units mainly center on the theme of people at work. The units contain objectives, concepts to be learned, teacher references, learner references, teaching materials, and activities and possible sequence. Elementary teachers who are involved with infusing the world of work into the elementary program will find this publication to be helpful.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

7–9

i29 *Career Education Orientation and Exploration Curriculum Guide (7-10).* Lorain City (Ohio) Schools, 1973. 151 pp.

This guide, which was developed by school staff, presents suggested ways of implementing sixteen career development concepts into the English, health, math, science and social studies curriculums. The guide is divided up by subject area. Each lesson provides career development concept, the development objective, the behavioral objective, the related subject area, suggested learning activities, and resources and materials.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	●	●	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i30 *Career Orientation.* Dorothy R. Hunter. Woodington Junior High School (Kinstong, North Carolina). 1970. 107 pp.

This publication contains teachers' guides and two handbooks for students that were developed to implement a career orientation program in a junior high school. This publication has models to illustrate the program design. It also contains teacher plans for "Unit I: Self Analysis" and "Unit II: Our Economy" as well as student handbooks. There are teacher plans for "Unit III: Occupations Related to Industrial Arts," "Unit IV: Business Occupations," "Unit V: Occupations Related to Home Economics," and "Unit VI: Occupations Related to Plant and Animal Science." The general unit plan flow is Orientation, Reports, Field Trips, and Evaluation. Junior high school teachers and counselors may find helpful materials related to self-analysis, economy, and occupational preferences in this publication.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i31 *Career Self Analysis.* Len Graven and J. Muraski, ed. D & E Publishing Company, 1974. 117 pp.

This book is designed to help the student accomplish a self-analysis and choose, change, or obtain a position. This document can be used by teachers and counselors since it contains a variety of useful activities which they might draw upon. Major divisions making up this monograph are: (1) career awareness, (2) determining interests, (3) career investigation, (4) your abilities, (5) personality, (6) what's important to you (values), (7) your limitations and your life style, and (8) summary. Career guidance resources, company information and a bibliography can be found in the appendix.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i32 *Developing Local Career Information Systems for Middle and Secondary Schools.* Hartley Campbell and Catherine King. The Center for Vocational Education, 1975. 48 pp.

A handbook to assist local, regional, or state guidance personnel to develop locally relevant career information materials. The conceptual framework is supplemental with implementation strategy and guidelines for local use in developing their own career information system. The system makes use of the *Dictionary of Occupational Titles* as the information base.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i33 *Final Report, Independent Living.* Glenna W. Atwood. Hampden (Maine) Academy, 1975. 8 pp.

This report is of an exemplary program for junior and senior high school students on learning how to perform tasks necessary for responsible living beyond high school. It reports how three teachers shared responsibilities for teaching concepts of shopping wisely, use of credit, contracts, budgets, and comparative buying. The release has a bibliography and a listing of magazines, kits, learning packages, tapes, filmstrips, and films that will be of value to teachers and guidance counselors who are teaching or want to teach a course of this nature.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i34 *Hawaii Career Development Continuum: Curriculum Guide 10-12.* T. Antoinette Ryan. Hawaii Department of Education, 1974.

This document contains three parts. Part I is intended to give an overall picture of the design for a total career development continuum, from kindergarten to grade 14, and to establish a frame of reference for relating this curriculum guide to the total continuum. Part II consists of learning experiences in the areas of self-realization, economic efficiency, social relationships, civic responsibility for students in grades 10 through 12. Each area contains identified goals, subgoals, learner objectives, and learning experiences related to curricular areas. Part III presents a description of the systems approach used in planning and administering the project. The model design was formulated apart from the project operation. The appendices contain three sections: listings of sources for obtaining materials to implement career development learning experiences; a glossary of terms; and a subject index. This document would be valuable for curriculum specialists or career development coordinators who are charged with responsibility for constructing and implementing a career education program. It would also provide a superintendent with the knowledge necessary for making judgments about a career development program and the various components.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i35 *Life Styles and Work.* Lorraine S. Hansen et al. Minnesota Department of Education, Pupil Personnel Services Section, 1972. 83 pp.

This learning package is one of a series developed for use by teachers and guidance counselors at the high school level. Major elements comprised in this monograph are: terminal performance goals, learning experiences and evaluation. The appendix makes up three quarters of the document. It however, contains useful guides for discussion, questionnaires, articles and games. This learning package can help the student become familiar with the different kinds of career patterns in relation to their own needs, leisure and work values.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i36 *Planning Ahead for the World of Work: Student Materials.* Louise Vetter and Barbara J. Sethney. The Center for Vocational Education, 1971 (revised 1975). 33 pp.

This publication contains facts and figures about women and employment for female students to read as they are being taught a unit on *Planning Ahead for the World of Work.* The materials are organized around key questions that will be discussed in class such as: How Can I Find Out Which Occupation Is Right for Me?, What Kinds of Work Are Women Doing?, [illegible] Women Work?, and Why Do Married Women Work? Teachers and counselors who are teaching [illegible] students about the world of work may find these materials of value for their students to have as a resource [illegible] aiding discussion.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
			●	●		●			●					●							●						

i37 *Planning Ahead for the World of Work: Teacher Manual.* Louise Vetter and Barbara J. Sethney. The Center for Vocational Education, 1971 (revised 1975).

This publication is a manual for teaching the unit–*Planning Ahead for the World of Work.* This manual includes the objectives of the unit, specific suggestions for discussion questions, some suggested activities, and a list of resources. The unit is for female students in grades 7 through 9 and it has been field tested for its effectiveness. Teachers and guidance counselors who want to assist female students to prepare for the world of work may find assistance in using this manual with the package of transparencies, as well as the *Student Materials* publication.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i38 *Resource Guide for Career Development in the Junior High School, A.* Arland Benson. Minnesota State Department of Education, Pupil Personnel Services Section, 1972.

This publication contains a career development guide for use in junior high school science, mathematics, English, and social studies classes. The guide uses a career cluster approach to integrating career development into all four categories. It is organized as follows: a broad objective, performance objective, behavioral objective, learning activities, related subject and/or skill area, and suggested resources. One section contains the materials and resources that could be used and forms to be completed by students during the process of this three year career development program. Teachers and guidance counselors may find this publication to be of value during the planning and revision of a junior high school program on career development.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i39 *Self-Concept Exploration.* Lois Carlson et al. Minnesota Department of Education, Pupil Personnel Services Section, 1972. 118 pp.

This learning package combines the processes of self-discovery and career exploration. A student using this monograph will be given an opportunity to explore his/her self-concept and also research help in relating this self-knowledge to the exploration of careers. This package includes some of the following items: terminal objectives, learning experiences, unit evaluation, discussion questions, self-appraisal forms, articles, feedback task, occupational clusters, interview questions and sources of occupational information. Teachers and counselors may want to use this document to implement self concept exploration activities in their schools.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i40 *Social Contribution of Work: A Career Education Resource Guide, The.* Mary B. Antholz, L.S. Hansen, Mary K. Klausens, and W. Wesley Tennyson. Minnesota Department of Education, Pupil Personnel Services Division, 1972. 31 pp.

This learning package about the social contribution of work is one of a series developed for use at the high school level. Throughout the document, the authors attempt to help the student examine his or her own abilities and attitudes. They try to foster in the individual the value and importance of work, also the feeling of self-worth. The information contained in the appendix includes a suggested book list, quotes, poems, study questions, and charts. Teachers and counselors may find this document very helpful since it focuses on the kinds of social issues which are of interest and concern to high school students.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i41 *Teacher's Guide for Career Education in Seventh and Eighth Grades.* St. Louis (Missouri) Public Schools, 1974.

This program is divided into two sections by grade level. The twenty-five lessons for grade 7 deal with career awareness, career planning, economic understanding, and self awareness. The twenty-five lessons for grade 8 pertain to career awareness, economic understanding, and societal understanding. Each lesson plan provides the domain, concept, performance objectives, lesson time, grade level, curriculum area, new vocabulary, resources required, teacher preparation, instructional procedures, and assessment procedures.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	☐	☐	☐	☐	☐	●	☐	☐	●	●	●	☐	☐	☐	☐	☐	●	●	☐	☐	☐	☐	☐	☐

i42 *Understanding Self: Career Education Teacher's Guide.* The Center for Vocational Education, 1974. 73 pp.

This loose leaf notebook with suggested learning experiences, resources (worksheets, transparency masters, resource sheets) evaluation-summary, and bibliography is intended mainly for use with ninth grade students. The lesson unit takes students through the following topics: (1) studying the factors that influence their feelings; (2) examining and assessing the multiple facets of their personality; (3) realizing that their self-concepts may be different from others' views of them; (4) becoming familiar with a variety of occupations; (5) relating their interests to possible occupational goals; (6) becoming aware of the uniqueness of each individual's set of values; (7) seeing the relationship of personal value systems to overt behavior; (8) realizing that decision making is involved in achieving goals; (9) becoming aware of personal characteristics so they can evaluate themselves in relation to their goals; and (10) recognizing that the development of the skills and interests of leisure time contributes to the total picture of self.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LP	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i43 *Value Identification.* Thoni J. Richard et al. Minnesota Department of Education, Pupil Personnel Services Section, 1972. 38 pp.

The learning package on value identification presented in this monograph can help high school students learn about the forces which produce the values that they and society hold, and the process by which value decisions are made. This learning package is one of a series. Major items making up this document are: (1) objectives, (2) learning experiences, and (3) student evaluation. In the appendix there are questionnaires, articles, related value games, value sheets-forms, and other items. All the learning activities presented here may be easily taught by teachers and counselors.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	●	☐	☐	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

i44 *Your Personality, Your Health, and Your Job: Career Education Teacher's Guide.* The Center for Vocational Education, 1974. 89 pp.

The loose-leaf notebook which contains suggested learning experiences, resources (worksheets, transparency masters, and resource sheets), evaluation-summary, and a bibliography is intended for use with ninth grade students. The seven lesson unit takes students through the following topics: (1) examining nonverbal communication and its role in the ways they "come across' to one another, (2) realizing that there are many influential forces in our life which effect our personality, (3) exploring the realm of personal hygiene to arrive at meaningful standards of hygiene according to personal goals and needs, (4) becoming aware of the need for a proper diet and recognizing which foods contribute to a healthful diet, (5) recognizing the value of a healthy appearance, physical and emotional fitness, and activities and habits contributing to a satisfying life, (6) recognizing that satisfaction with oneself is a personal value which may be closely related to work satisfaction, and that it must be attained individually, and (7) recognizing certain limitations and expectations of people as workers and as individuals.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i45 *Career Development-Goals and Activities Booklet.* Gerald O. Stutz. Potlatch (Idaho) School District No. 295, 1975. 10–12

This booklet is designed to enhance the career development of senior high school students. It contains thirty-eight goals and lists of suggested activities, materials, evaluation, and methods for each goal. The activities are both group and individual. The seven main objectives of the program are that it "will help you become: more aware of yourself, more aware of the world of work, more aware of what you want and how to get it, more aware of your own personal development and preparation, skilled in making decisions and solving problems, skilled in getting and keeping a job, and skilled at selecting, setting, and reaching goals." The program is designed to be implemented throughout the school year.

Cost: $6.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i46 *Career Education Curriculum Guide.* Northeast Wisconsin Technical Institute. 80 pp.

This guide presents the essential elements and concepts needed to help establish the decision-making, exploration, and value clarification skills of students in grades 10 through 14. The guide provides a general objective and specific objectives and activities for each of the three areas. Also included in the guide is an appendix of activity forms and a resource guide.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i47 *Employability Skills Handbook: Senior High.* Des Moines (Iowa) Independence Community School District, 1975. 65 pp.

This teacher's guide on employability skills was developed by five high school instructors to prepare students for entry into the job market. The ten chapters cover the following areas: personal evaluation, searching for a job, applying for a job, interviewing for a job, succeeding on a job, financial benefits and responsibilities connected with a job, personal money management, labor unions, the job within a corporate structure, and income tax preparation. For all of the above except personal evaluation topics, there are lesson plans which contain the following: (1) objectives, (2) suggested outline for presentation, (3) concepts within the lesson, (4) suggested activities, and (5) list of possible resources. The personal evaluation section is a set of procedures which allow students to know their aptitudes, abilities, interests, and personality factors. The topic may be presented in several courses of study and involve several instructors.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i48 *Goal Selection and Planning.* Nicolet High School (Glendale, Wisconsin), 1975.

This publication is a unit that was developed to be a part of the total Career Development Program at Nicolet High School. This unit was planned to be taught on the sophomore level and its purpose is "to help students develop skills in using what they know about themselves and what they know about careers to tentatively choose a career or type of career" (p. 2). This unit is planned for the counselor to be the teacher and includes goals, purpose of each session, teacher preparation, activities, and alternative activities. The first session is titled "Goal Selection and Planning"; the second session, "Introduction to Occupations," includes a listing of Selection Occupations Predicted to Expand in the 1980's and a listing of Resource Materials for Career Exploration in the Guidance Department; the third session is titled "Thinking about Myself"; the fourth session is "Now Where Am I?"; the fifth session is "Looking at Occupations"; the sixth session is "Where Do I Go from Here?" The seventh session, "How Am I Doing?" includes application for jobs and sample resume; and session eight is titled "Wrap Up." Counselors and teachers may find this unit to be an aid in developing programs related to goal selection and planning.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-8	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i49 *Getting to Know Yourself.* Nicolet High School (Glendale, Wisconsin), 1976.

This publication is a unit that was developed to be a part of the total Career Development Program at Nicolet High School. This unit is structured so students would be counseled to participate in groups according to their success on the sub-parts of the "Career Maturity Inventory." There are many activities and forms included in the publication that could be utilized at the decision of the counselor. Counselors who are responsible for assisting students to understand their strengths and weaknesses in relation to career interest will be able to obtain assistance from the activities and forms in this release.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i50 *Occupational Information.* Nicolet High School (Glendale, Wisconsin), 1976. 82 pp.

This release is a unit that was developed to be a part of the total Career Development Program at Nicolet High School. The unit is to be used at the sophomore level, with the counselor as the instructor. The purpose of the unit is to "prepare students with factual information necessary for the world of work" (p. 2). There are nine sessions in this unit. They ar as follows: Session I—Self-Assessment and/or Appraisal; Session II—Developmental Nature of a Career; Session III—Exploring Occupations, Sources of Information; Session IV—Vocational Interests and Aptitudes; Session V—Areas of Work, Career Clusters; Session VI—Relating School Courses to the World of Work; Session VII—Occupational Prestige and Ranking; Session VIII—Job Related Experiences; and Session IX—Job Placement. The sessions have objectives stated, suggested activities and supplemental aids for teaching. This unit will be of value to teachers and counselors who are responsible for instructing youth or information about different occupations.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i51 *Resource Guide for Career Development in the Senior High School, A.* Arland Benson. Minnesota Department of Education, Pupil Personnel Services Section, 1973.

This publication is a guide for the implementation of career development at the senior high school level by integrating career development concepts into subject matter areas. The five basic goals in this guide are those of self-esteem, decision-making, life style and vocational exploration, interpersonal competence, and work ethics. Each basic goal has five or six performance objectives and two or more behavioral objectives. Each behavioral objective is followed by several learning experiences with departmental designations. There is a section on references and another section on films. This publication may be useful to assist high school teachers and guidance counselors who are working on curricula that focuses on career development.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i52 *Satisfactions and Rewards of Work: A Career Education Resource Guide.* Minnesota Department of Education, Pupil Personnel Services Section, 1972. 12 pp.

This career development curriculum document contains a learning activity or self-contained mini-course designed to help students to identify their individual needs and the occupations particularly of interest to them. This report offers an excellent learning opportunity package entitled, "Satisfactions and Rewards of Work," which may be easily used by teachers and counselors who are interested in helping young people choose and plan a career. The learning package was developed for use at the high school level, and it may be used in various disciplines or in an overall curriculum plan.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i53 *Self Appraisal for Decision Making and Career Planning: Career Education Teacher's Guide.* The Center for Vocational Education, 1974. 73 pp.

This loose-leaf notebook which contains suggested learning experiences, resources (worksheets, transparency masters, and resource guide), evaluation-summary and bibliography, is intended for use primarily with tenth grade students. The eight lesson units take students through the following topics: (1) exploring the relationship of interests and achievements, (2) attempting to attain greater self-awareness by examining the values by which they live, (3) considering the influence of self-concept, expectations of others, preparation and risk-taking upon success and failure, and examining the relationship between success and planning, (4) exploring the differences between abilities and achievements, and how predictions might be made about one from knowledge about the other, (5) setting reasonable future vocational goals by relating educational experiences to the interests and achievements they are likely to affect, (6) considering their values together as a value system, and examining that system in light of the personal needs and life style which influenced the system, (7) evaluating by use of the decision making procedure the likelihood of a career according to their abilities and interests, and (8) understanding the interdependence of many factors in acquiring a job and of the difficulty involved in obtaining some jobs through simulated interviews.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i54 *Self-Development Program Curriculum.* North High School (West Union, Iowa).

This spiral-bound publication is a teacher-student manual of suggested activities for conducting twenty-five-minute homeroom sessions for sophomores in high school. The purposes of the sessions are to enable the students to get to know each other and to gain self-confidence. All materials needed for conducting the sessions are included in the manual. Teachers and counselors, with homeroom responsibilities, will find this an aid.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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i55 *Teachers' Guide to Group Vocational Guidance.* Bruce Shertzer. Bellman Publishing Company, 1971.

This publication has three units on vocational guidance that could be taught to students in grades 10 and 11 by guidance counselors and teachers. The first unit is titled the "World of Work," and has twenty-one lessons. Each lesson contains lesson aims, motivational tips, summary assignment, and lesson resources. The second unit, "Knowing Yourself," has ten lessons. The third unit, "Securing a Job and Progressing in It," has ten lessons. These lesson plans may be a source of encouragement and practical help to teachers and counselors in their efforts to provide skilled vocational guidance to students.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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j1 *Behavioral Approaches to Counseling: An Introduction.* Ray E. Hosford and Louis A. J. M. deVisser. American Personnel and Guidance Association, 1974. 140 pp.

This book, which was written to augment Hosford' s series of eight films, instructs counselors, teachers, and parents in more effective ways to help others, as well as themselves, accomplish desired changes in behavior. The book's format closely follows the film series; anyone who is familiar with both will have the fundamentals necessary to a mastery of behavioral counseling techniques.

Cost: $6.25 to APGA members; $7.25 to non-members.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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j2 *Casebook for School Counselors.* Lewis B. Morgan. American Personnel and Guidance Association, 1974. 96 pp.

This self-teaching text provides a series of simulated counsling incidents and encounters. Each "case" is followed by four questions that test the reader's ability to handle the situation, suggest solutions, and predict outcomes. The author lists his five suggested responses which for each case are evaluative, interpretative, supportive, probing, and understanding.

Cost: $4.50 to APGA members; $5.50 to non-members.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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j3 *Consulting Process, The.* Dr. J. Carlson, Howard Splete, and Ray Kein, eds. American Personnel and Guidance Association, 1975.

This book is directed towards the idea that counselors are serving the wrong clients, namely students, when they should be acting as consultants to parents, teachers, administrators, and the learning system around the child. The editors have completed a number of articles on every aspect of the consulting process.

Cost: $4.50 to APGA members; $5.50 to non-members.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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j4 *Counseling Techniques that Work: Applications to Individual and Group Counseling.* Dr. Wayne W. Dyer and Dr. John Thiend. American Personnel and Guidance Association, 1975. 270 pp.

This book presents proven counseling techniques in a clear manner. Part I, Applications to Individual Counseling, contains the following chapters: "Components of Effective Counseling and the Counselor Competency Behavior Rating Scale"; "Vital Components in Conducting the Initial Counseling Interview"; "Counseling and Addiction: A Problem of Internal vs. External Thinking"; "Using a Log to Increase Counselor Skills"; "A Sample Log, and Guidances for Writing Agency and Final Case Reports"; "Counseling the Reluctant Clients"; "Analyzing a Counseling Interview: The Tape-of-a-Tape Continuous Feedback Approach to Trainee Supervision" (a sample of a supervised counseling session); and "A Matter of Choice." Part II, Applications to Group Counseling, contains the following chapters: "What Effective Group Counseling Is, and Twenty Underlying Assumptions"; "Learning Group Counseling Skills: Twenty Specific Behaviors for Group Leader Mastery"; "Group Counseling Techniques, Strategies and Structures for the Practitioners"; "Effective Group Counseling Process Interventions"; "Barriers to Effectiveness in Group Counseling"; "A Group Counseling Experiment with Chronically Obese Students"; and "Roleworking in Group Counseling."

Cost: $6.50 to APGA members; $7.50 to non-members.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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k1 *Manual for Conducting Follow-up Surveys of Former Vocational Students, A.* Krishan K. Paul. The Center for Vocational Education, 1975. 62 pp.

This publication has the procedures that could be utilized in following up vocational students. The report includes sections on identifying the populations for the survey and preparing a file for keeping student data: the questionnaire that would be utilized for an initial follow-up, mailing sequence, sequence of events, and interpretation of data. This report could be used by guidance counselors if they wanted to collect data on placement, job satisfaction and wage information on former vocational students. Guidance counselors may find the procedures of use in doing any follow-up studies of former students.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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k2 *National Longitudinal Study of the High School Class of 1972.* National Center for Education Statistics. U. S. Government Printing Office, 1975 and 1976.

The results of a national survey on the high school class of 1972 are reported in a series of four publications. The study, *Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category, and Father's Education,* is reported in a 122 page bulletin that explains the background data for the study, the number of seniors with particular characteristics, and the comparative profiles of high school seniors. The Appendix contains the relevant portions of survey forms. The bulletin *Changes in Attitudes One and One-Half Years After Graduation,* gives a summary of the graduating class of 1972 one and a half years after graduation in relation to five classification variables: self-concept, control of environment, work orientation, community orientation, and family orientation. This second bulletin is eleven pages in length. The third bulletin, *Student Questionnaire and Test Results by Academic Ability, Socioeconomic Status and Region,* has an explanation of the data, selected results in table form, basic tables, and the student questionnaire for the graduating high school class of 1972. This bulletin has 102 pages. The fourth bulletin is called *A Capsule Description of First Follow-up Survey Data* and summarizes what the 1972 graduates were doing between October 1973 and April 1974. This bulletin is forty-three pages in length. These bulletins do give a picture of what characteristics the graduating seniors of the Class of 1972 possessed and what this group of students was doing one and a half years later. This data may be helpful to teachers and advisers as they plan career programs for their own students.

Cost: Bulletin I – $1.90; Bulletin II – $.35; Bulletin III – $1.75; Bulletin IV – $1.25.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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k3 *Project Follow-up: Cost and Manpower Study.* Ronald C. Baugh. Navarro College, 1975.

This mimeographed report is one of a series of reports of *Project Follow-up* of community colleges in Texas. This report has the cost, in man hours, for following-up students by three phases—development phase, implementation phase, and operation phase. The forms for collecting data are in the publication, as well as the actual cost for each of the community colleges. One community college reports the costs for each of the years from 1969-1974. This report would be useful for educational personnel who need estimates of costs for implementing follow-up studies.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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k4 *Project Follow-up: Research and Development.* James Reed and others. Tarrant County Junior College, 1975. 10 pp.

This mimeographed report contains a sample packet of subsystem questionnaires used to conduct a comprehensive student (at the junior college level) follow-up management information system. This release has data collection cards on (1) students' educational intent, (2) withdrawal follow-up, (3) nonreturning student follow-up, (4) graduate follow-up, (5) employer follow-up and (6) adult and continuing education follow-up. Persons, at the community college level, may wish to review these questionnaires if they have a need to collect data for decision makers who are planning and supervising programs.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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k5 *Status of Former High School Students: Procedure for Local Assessment.* Donald Irvin and George Copa. Minnesota Research Coordinating Unit, 1974. 46 pp.

This publication is a research project whose purpose was to revise and final test a procedure for assessing the educational and employment activities of former high school students. The report contains the data gathering form (the follow-up questionnaire), the assessment procedure utilized, and an explanation with appropriate tables in the data analysis. The authors also have a section on recommendations and a bibliography. The procedures in this publciation can serve as a useful aid to local schools compiling a more complete set of information on which to have educational decisions.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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k6 *Student Follow-up System: A Conceptualization.* The Center for Vocational Education, 1973. 39 pp.

This is a conceptual model for development of a follow-up system. Rationale and model are tied to relationships, career information, student placement, guidance and counseling, and curriculum development. Questionnaires have been developed and included in the appendix as well as procedures for setting up a data processing system to support the program. Any person considering a follow-up program in the local school would find these materials useful in gaining background information and technical knowledge as decisions are made at the local level regarding type and scope of follow-up program to be adopted and developed.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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L. *Follow-Through*

The literature and material search resulted in the acquisition of few documents related to follow-through. Those documents that were reviewed were not appropriate for inclusion in the handbook.

m1 *Coordinated and Comprehensive School-Based Career Placement Model, A.* Susan J. Kosmo and others. Wisconsin Vocational Studies Center. 73 pp.

This document describes a model for the delivery of career placement services in secondary schools and post-secondary institutes granting less than a baccalureate degree. Placement is defined from a comprehensive point of view to include any activity designed to facilitate a student's transition from one career role to the next desired level of career preparation, procurement or advancement. Instructional, guidance, and referral activities are included in the placement program. Based on the student's needs a placement plan is developed which details the services which are needed and designates the providers of these services. A total community effort is suggested and includes parents, businessmen, service agencies, and school personnel. The first part of the document describes the major constructs for the placement program. The second part discusses techniques for installing a placement program in the school. Role responsibilities are described as well as methods for developing cooperative agreements with community agencies. The model would be most valuable for schools interested in establishing a framework for school-based placement services. It is currently being used as a model in several high schools throughout the state of Wisconsin.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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m2 *Guidelines from Employment Counseling and Placement.* Virginia State Department of Education, 1976. 33 pp.

This document suggests minimum guidelines on how to plan and implement a comprehensive program of employment counseling and placement services for secondary school students. Highlights of this document include: objectives and activities, roles and functions of school personnel. School personnel in search of such guidelines will find this document to be helpful in meeting the needs of students. Record system, suggested job placement service, forms and other sources of information can be found in the appendix section.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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m3 *Job Placement Services: An Open Door to Opportunities.* Texas Education Agency. 18 pp.

This brochure provides general information on job placement services and techniques for implementing these services. It covers such topics as: "Why Job Placements?" "Who Has Responsibility for Job Placement?" "Who Will Benefit From Job Placement Services?" and "Implementing the Services." Principals, teachers and counselors who are responsible for job placement may find this brochure useful.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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m4 *Job Placement Services: A Suggested Model for Implementation.* Texas Education Agency.

This publication contains a model for establishing job placement services in large, medium and small schools. The model was developed in cooperation with representatives from industry, business, public schools, the Texas Education Agency, and post-secondary educational personnel. The placement services covered by the model include students to be served, functions of a job placement activities, and essential components of the job placement activities (school, principal, placement center, placement coordinator, advisory committee, training facilities, source for jobs, and necessary funding). There is a section on organization for implementation of the model. The section on procedures for implementation has the (1) functions and roles of the placement coordinator, (2) organizing of an advisory committee, (3) full-time employment, and (4) evaluation and follow-up of placement services. The appendix contains forms that could be utilized in implementing job placement services. Administrators, counselors and teachers that have responsibility of job placement may be able to use some of the ideas on implementing job placement services from this publication.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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m5 *Placement: Accountability, Communication Coordination.* Raymond A. Wasil. Akron Summit County (Ohio) Public Schools, 1973. 7 pp.

This narrative relates to placement as a school-based program. A short rationale is followed by general objectives, format for setting up a program, specialist requirements and responsibilities and the job development function. This material could be used by an administrator desiring basic information relative to the organization and function of a school-based placement program. It could also serve as an informational source document in counselor training programs and undergraduate teacher training courses.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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m6 *Placement: Ultimate Test of a School's Commitment to Its Students.* William Kaskow. New Jersey Department of Education, 1972. 4 pp.

This special paper presents a brief discussion on placement which could be helpful to individuals setting up a placement program. It covers the following topics: (1) The Placement Commitment, (2) A History of Job Placement, (3) The Objectives of a Job Placement Program, (4) Typical Activities in a Job Placement Program, (5) The Role of the Placement Coordinator, (6) School-Industry Cooperation, (7) Steps in Initiating a Job Placement Program in a Local School District, and (8) Evaluating a Job Placement Program.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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m7 *Placement and Follow-up in Career Education.* Lillian Buckingham and Arthur Lee. Center for Occupational Education. 41 pp.

Placement and follow-up as pointed out in this document by the authors must be continuous. The first section of this booklet contains a rationale for placement and follow-up in career education, followed by a discussion of the participants in a placement and follow-up system, then a description of the system itself. This document provides extensive information on how to place and follow-up high school students. In the appendix are also included two samples of vocational education follow-up questionnaires. Rural teachers, counselors, and administrators may, therefore, find this booklet extremely helpful in their work.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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m8 *Placement of the Severely Handicapped: A Counselor's Guide.* William F. Twomey. Research and Training Center, 1975.

Although this guide has been prepared primarily for rehabilitation counselors, many of the ideas and concepts could easily be adopted to a school setting. The guide presents placement from a comprehensive view as including any services that contribute to the client's successful occupational entry. A model for the placement process is presented. Strategies and techniques in placement are also discussed.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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m9 *Review and Synthesis of Job Placement Literature, Vol. 1.* Merle E. Strong and others. Wisconsin Vocational Studies Center, 1975. 85 pp.

An extensive review of literature relating to job placement organized in a manner which provides anyone concerned with gaining a broad overview of the field of job placement the information and reference for further in-depth study in any of the categories discussed. The document would be ideal for any counselor training program as a resource document. It would also find a great deal of use by anyone considering the role of the school in the placement process, and would be vital for any educator assigned the responsibility for the development of a school-based placement program. The document is organized into five parts and an extensive bibliography. Part I is the introduction and overview while Part II covers youth placement from the standpoints of need, minority group status, women's needs, rural youth, and educational attainment. Part III discusses the components of the guidance system while Part IV touches base with those who provide placement services as family, school and government. Part V provides brief descriptions of eight exemplary models of school-based occupational placement programs.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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m10 *School-Based Job Placement Service Model: Yearly Report and Final Report.* I. L. McCloskey and Fred M. Geringer. Columbia-Montour Area Vocational-Technical School, 1974 and 1975.

These two reports are of an effort to implement a job placement model that was developed by the Research Coordinating Unit in the Pennsylvania Department of Education. The reports center on development and operational elelemtns of (1) sharing of facilities and equipment, (2) cooperative job development, (3) discussing job matching, (4) sharing of student and job information, (5) conducting of workshops for school personnel and employment-service staff, (6) interviewing of students, (7) testing, and (8) following-up students and employers. Each report contains conclusions and recommendations.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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m11 *School-Based Placement and Follow-up Services: Equal Opportunity Provider.* R. L. Gibson. Indiana University Department of Counseling and Guidance, 1975. 77 pp.

This guide would be useful to those who are interested in developing school-based placement services. Practical suggestions are offered for installing the program. The authors have included numerous forms from existing school programs including a student registration form, job order forms, employer survey, and job referral card. There is also a section with the names and addresses of people throughout the nation involved in placement activities.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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m12 *Step-by-Step Guide to Job Placement, A.* Susan F. Miller. Mt. Arart School (Topsham, Maine), 1976. 40 pp.

This booklet is a procedural guide on how to set up a comprehensive placement program. It was developed and field tested by a rural school guidance department. The guide presents two basic approaches to placement, school-based and placement teams, and presents two other alternatives—regional center program and senior placement assistant. The placement process steps: needs assessment, job development, student development, placement, follow-up and evaluation are described. Copies of forms and resource sheets are provided.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
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m13 *Survey and Analysis of Career Placement Activities, Vol. 2.* Merle E. Strong and others. Wisconsin Vocational Studies Center, 1975. 215 pp.

This publication reports a survey of placement services of the career guidance process in selected Wisconsin communities. The persons making up the survey base were the *users* of placement services and the *providers* of placement services. The publication contains the sampling technique used in selecting the communities, also the procedures used in developing the Placement Survey Instruments, and the data collection procedures. The findings of the survey are reported in sections as: "Current and Former High School Students," "Current and Former Vocational and Technical Institutes," and "Providers of Placement Services." There is also a section on the relationship of selected variables (subject characteristics, community characteristics, and post-secondary activities and marital status) to career guidance. The instruments used are also a part of the publication. School personnel, at both the state and local levels, who are to develop a rationale base for decision making, related to career placement, will be able to receive help in organizing and implementing such a service from this publication. Also, clues for changing of existing placement services exist in the publication.

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m14 *Survey of Des Moines Student Employment: Summer of 1974 and School Year 1974-75.* Robert R. Ball. Des Moines (Iowa) Independent Community School District, 1975.

This publication is a summary of the results of a school survey conducted by the Career Placement Center on a 10 percent sample of students in grades 9 through 12 enrolled in junior and senior high schools in the district. The report contains the questionnaire utilized in the survey and the analysis of the data (graphs and charts). This report may be of value to guidance counselors and teachers who are responsible for placement of students in jobs and/or have the responsibility of determining if there is a need for such service. The 1974 Yearly Report has the forms included for conducting follow-up studies. These reports may be of value to local educational leaders who are considering installing a job placement service for students.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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IV. CAREER GUIDANCE AND COUNSELING PROGRAM SUPPORT

n1 *Analysis, An: Responsibilities of Career Education Coordinators.* Betty Wong and J. H. Minn. Mississippi State Department of Education, 1975. 26 pp.

This is a report of a two-day conference held to discern the responsibilities of career education coordinators. This mimeographed report contains two speeches that were given at the conference on career education and a listing of eight responsibilities of career education coordinators. Each responsibility is listed along with activities to achieve the objective (the responsibility) and the outcomes. Career education coordinators may find this report is helpful in developing or assessing their own responsibilities as coordinators.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n2 *Attitudes Toward Career Education.* Kaare Jacobsen and Harry N. Drier. The Center for Vocational Education, 1974.

This five part program is designed to favorably change the attitudes of teachers toward career education. The "Procedures Manual" describes the step-by-step procedures used to successfully implement the program. "Research Attitude Change" describes the research behind the study to develop an in-service strategy for encouraging resistive faculty and staff to deal with and become committed to career education. Topics are: origin and importance of the study, identification of resistive teachers, rational and related research, product testing, and a summary with recommendations. "Teacher Workshop Description" provides a detailed plan on how to modify teachers attitudes concerning career education. Role playing, videotape recording and discrepant essay writing are major topics in the publication. "Supportive Materials" provides information on topics such as an overview of career education tenets, issues in career education, pro/con positions-issues, and pro and con position papers. "Attitudes Assessment Instrument" describes the development of the instrument. This program includes a staff development questionnaire, item test correlation of attitude statements and descriptions of questionnaire scales, the classification of attitude items, scoring keys, and an example of reverse scoring.
Cost: $15.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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n3 *Building Self-Esteem.* Marion Rampel and William Bingham. New Jersey State Department of Education, 1975. 12 pp.

This pamphlet provides a rationale for the study of self-esteem, some empirical data, and some major results and implications. The pamphlet discusses two interlocking sources for self-esteem, reports on activities that make students feel good experiences, getting organized for interpreting students' reports, states what students said about activities encouraging self-esteem, shows career development implications of the study, gives broad educational implications of the study, and discusses implications for the theory of self-esteem.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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n4 *Career Center Filmstrips.* Thomas Jacobson, Ph.D. La Mesa, California.

These two color filmstrips and sound cassette tapes are designed to assist counselors, teachers, paraprofessionals, parent groups, school administrators and others in planning, developing, organizing, and operating junior and senior high school career centers. Features of the program include the rationale for the development of career centers, step-by-step instructions on how to establish career centers, floor plans of existing centers, examples of material usage and decoration in career centers, ideas on organization and operation, pictures of existing career centers, role definition in the operation of career centers, importance of paraprofessionals in the operation of career centers, and reasons why career centers are popular. The program develops as an in-service aid to assist interested staff personnel to motivate others in their school to develop a career center.

Cost: Junior High School Career Center Filmstrip with cassette tape–97 frames–28 minutes – $25.00;
Senior High School Career Center Filmstrip with cassette tape–107 frames–28 minutes – $25.00;
Both filmstrips with cassette and tape – $40.00

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n5 *Career Education: Teachers' Responsibilities.* L. Sunny Hansen. ERIC Clearinghouse. The Center for Vocational Education, 1973.

This publication is a paper that focuses on what authorities and research findings stipulate to be the teachers' responsibilities for career guidance of learners. The responsibilities are given for teachers, as a group, for vocational teachers, elementary, junior, and senior high school teachers. The author has given specific examples of present practices in the Teacher Responsibility in Illustrative Programs section. There is also a section on the recommended components for pre-service and in-service staff development programs (to prepare teachers for their career development responsibilities), along with examples of programs that are in existence. This publication will be of assistance to educational personnel who are in charge of developing staff development programs for teachers in career development.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n6 *Career Perspectives: Your Choice of Work.* Celia Downes. Charles A. Jones Publishing Company, 1972. 202 pp.

This is a book organized into three parts. Part I describes the world of work in four chapters entitled: "Why Work," "Work Versus Play," "Choosing the Possible," and "The Changing World." Part II develops the theme, "The Basis of Choice," through seven chapters covering values, standardized tests, choice factors, self, experience, needs, and getting facts. Part III is devoted to the idea of "Making the Choice." There are five chapters covering the topics of "Meeting the Requirements," "Industry, Business, Government, Professions or Paraprofessions," "Changing Jobs," "Choosing Again," and "The Workman's Progress." A bibliography is included at the end of each chapter for material related to that chapter and a total bibliography is listed at the end. There is also an index covering topics, terms and people mentioned in the text. This book could serve as a textbook in the area of career education or as a reading source in counselor training or undergraduate education.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n7 *Classroom Guidance: An Introductory Approach to Humanistic Education.* Marlowe H. Smaby and Moy F. Gum. Minnesota Department of Education, 1973. 92 pp.

This document presents developmental guidance experiences based on Havighurst's developmental task theory as a means of involving the classroom teacher in the guidance process. The document separates the developmental tasks into two levels: middle childhood and adolescence. There is also a short section dealing with implementation strategy. The appendices are divided into elementary and secondary experiences which are quite transportable. This serves as a good teacher in-service tool for the counselor or administrator who desires more teacher involvement in the guidance process.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n8 *Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies.* Susan L. McBain. American Institutes for Research, 1975.

This catalog is divided into three major divisions: (1) educational programs, (2) list of competencies, and (3) indices. Each division in turn is broken down into a series of components. The materials classified under each major division are limited to competencies for guidance and counseling personnel. This well documented publication gives an accurate and helpful picture of the broad range of available material in this area. Furthermore, this publication includes a general description of each educational program, contact person, any needed outside resources, information on program evaluation and, in some instances, the price. This resource document may be very helpful to persons interested in the application of competency-based education for guidance and counseling personnel.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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n9 *Developing Comprehensive Career Guidance Programs.* American Institutes for Research, 1975.

This set of twelve modules, which assists guidance personnel in the development of a comprehensive career guidance program, presents a systematic process of planning, implementing, and evaluating career guidance programs. The modules are set up to be used in a workshop situation with readings and corresponding activities. Coordinator's Guides are also included which provide information on the conduct of the workshop. The first two modules, "Career Development Theory" and "Program Development Model" provide orientation information. The remaining ten modules, "Assessing Desired Outcomes," "Assessing Current Status," "Establishing Program Goals," "Specifying Student Performance Objectives," "Selecting Alternate Program Strategies," "Specifying Process Objectives," "Developing Program Staff," "Trying Out and Monitoring," "Conducting Product Evaluations," and "Communicating Evaluation Results," all focus on a process and skill development.

Cost: Modules – $39.50; Coordinator's Guides – $5.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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n10 *Expanding Occupational Education Opportunities in Small Rural Schools.* R. V. Cartret. North Carolina State Department of Public Instruction, 1973. 67 pp.

This mimeographed report presents a three phase study. The objectives were to prepare teachers to develop and teach mini-occupational courses to rural high school students. These courses gave students the opportunity to be introduced to careers in different occupations. Each of the mini-courses is described in the publication, along with the Occupational Structure Survey form. This publication may be useful to rural school personnel who are interested in expanding students' concept of the world of work and world of occupations.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
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n11 *Group Discussion Techniques in Guidance.* Guidance Associates.

This twenty-minute cassette tape and discussion guide demonstrate role-playing, "fish bowl," and other follow-up techniques. This tape can be used as part of in-service training.

Cost: $7.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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n12 *Guidelines for Creating Positive Sexual and Racial Images in Education Materials.* Macmillan Publishing Company, 1975. 96 pp.

This monograph offers guidelines to authors, artists, and editors so that they may cope with problems concerning stereotypes. It is believed that, if these guidelines are adopted, educational materials will give children an unbiased view of the full range of human potential. Topics examined in this publication are: guidelines for treatment of the sexes, guidelines for treatment of races and minorities, general and specific groups' content guidelines, and avoidance of racial and minority stereotypes in art and subject area guidelines.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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n13 *Introducing Career Education to Teachers: A Handbook for Consultants, Workshop Leaders, and Teacher Educators.* Walter Wernick, Northern Illinois University, 1972. 90 pp.

This publication is a handbook that was designed to assist educational leaders in preparing in-service programs for introducing elementary teachers to career education. The notebook contains eight sections: Section I is an Introduction to the Concept; Section II has materials on Establishing a Relationship; Section III contains Key Concepts as (1) organizing center, (2) interviewing, (3) utilizing resources for instruction, and (4) showing sample plans—the bakery and school; Section IV is Conducting a Workshop; Section V is on Concerns and Strategies including (1) finding resources in the community, (2) getting parent involvement and cooperation, (3) introducing world of work activities for relevance, etc.; Section VI has Questions and Answers that were designed to increase the teachers' self-confidence; Section VII explains Materials and Services Available from ABLE; and Section VIII has ideas on Arranging for a Continuing In-Service Program. This package of materials can help consultants and workshop learners plan introductory activities for teachers, and teacher educators can utilize the package for planning the introduction of career education to undergraduate and graduate students.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n14 *Orientation to Career Education: Group Approach.* Harry Drier, Nancy Martinez, Karen Kimmel. The Center for for Vocational Education, 1975.

This is a set of in-service handbooks designed for use by state department consultants, local school coordinators, and college or university instructors. These materials present to educators opportunities to examine the concept of career education and its implications for making educational change in the local setting. Focus is upon various instructional and guidance functions which will affect implementation of career education. This set of materials is arranged through six individual modules with eighteen lessons. Module I — Why Career Education (four lessons); Module II — Focusing on Supportive Interests and Local Needs (two lessons); Module III — Career Education Theory, Goals, and Planning Considerations (four lessons); Module IV — Career Education Models and Implementation Strategies (three lessons); Module V — Role Identification in Career Education (two lessons); Module VI - Resources in Career Education (three lessons). Each module is organized as follows: (A) Introduction — provides a brief overview of the purpose and rationale; (B) Module goals — offers general statements of the overall purpose of the module. They indicate the instructional intent of the module and provide a frame of reference for the more specific performance objectives which are factored out of them; (C) Lessons — contains module goals with five to seven parts which pertain to that goal. Each lesson is organized in the following manners: goal, objectives, content, learning activities, related resources, and study questions. Most lessons also provide handouts, transparency masters, and task sheets; (D) Supplementary readings — considers selected resources of an enrichment nature which are not essential to the module goal.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n15 *Planning, Conducting, and Evaluating Workshops.* Larry Nolan Davis and Earl McCalhon. Learning Concepts, 1974. 310 pp.

This book is a complete concise guide on how to put together a workshop. The book is divided into three main parts. The first part, "Planning the Workshop," deals with assessing needs, specifying learning objectives, selecting resources, designing learning activities, budgeting, making arrangements, rehearsing, and packing. The second part, "Conducting the Workshop," covers setting up, setting the learning climate, agreeing on objectives, directing learning activities, and closing shop. The third part pertains to evaluating the workshop. Throughout the book there are worksheets and other aids to assist the coordinator. Other documents which relate to this book are *Workshop Staff Packet* which contains copies of worksheets, and *Planning, Conducting, Evaluating Workshops: A Manager's Guide to Staff Development* which very briefly presents major points found in the larger book.

Cost: $16.95

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n16 *Project, Career Awareness and Exploration.* Charles Pryor. Peoria (Illinois) Public Schools District 150, 1974. 109 pp.

This is a report of a project to install Career Awareness and Exploration into the curriculum of all schools and to involve all staff and students in grades kindergarten through 8. The process of curriculum development started with staff development and three basic techniques were employed to catalyze the curriculum development process: the "person-centered interview," the "organizing-center approach" and the "career visit." The following sections appear in the report: History and Setting of Project People of Peoria, Scope of Work, Selected Project Activities, and From Present to Future Possibilities. A bibliography is included in the appendix. Persons involved with career education curriculum development may find value in the publication.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	S/R	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n17 *Role-Playing Methods in the Classroom.* Mark Chesler and Robert Fox. Science Research Associates, 1966. 86 pp.

This workbook, which contains nine chapters and an appendix, deals strictly with role playing. Theoretical foundations are covered and rationale is demonstrated through example. Case studies are provided and a "how to" section includes the preparation and instruction, dramatic action, and evaluation. The appendix consists of extensive resources for role playing. This workbook would be a fine teacher in-service source if role playing is a part of the in-service objective.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	S/R	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n18 *SCA-Sullivan's Career Awareness.* Miriam Shasteen. Sullivan Schools-District No. 300, 1975.

This is a mimeographed report of a workshop that was planned and conducted by a unit counselor for elementary teachers. The purpose of the workshop was to assist these teachers in incorporating career awareness concepts into the elementary school program. The report included the steps taken in planning and conducting the workshop, the career awareness guidelines that were developed, and the references utilized. School personnel who need assistance in planning and conducting workshops for teachers, with low expense involved, may get suggestions from this report.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	S/R	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n19 *Sex Fairness in Career Guidance: A Learning Kit.* Abt Associates, Inc.

This self-instructional kit is designed to assist individuals involved with the administration of career guidance to become sensitive to sex bias and attempt to eliminate it in their administration. The first chapter introduces the dual role system which limits choices for men and women in our society. The second chapter proposes a comprehensive sex-fair guidance program. The third chapter trains counselors to identify sex bias in career interest inventories and provides remedial measures to minimize bias in administering, reporting, and interpreting vocational inventories. The last chapter is a resource guide to supplementary reading and audiovisual materials. In addition to the four chapter text manual, the kit includes supplementary materials such as: spirit masters, transcripts of counselor-client interactions, and a tape cassette of four simulated counseling segments, each with two versions—a sex-biased and sex-fair approach to the same client in the same situation.

Cost: $15.00; shipping and handling – $1.50.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n20 *Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches.* Steven J. Picou and others. The Center for Vocational Education, 1976. 64 pp.

The primary objective of this monograph was to review theoretical, conceptual, and empirical research on occupational choice and achievement. This publication also has attempted to give the reader a synthetic overview of the main themes in career development research, in occupational sociology and vocational psychology. Researchers, teachers and counselors may want to follow-up on some of the aspects described in this document.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n21 *Staff Awareness: Racial, Socioeconomic, Sex Stereotypes Limit Career Potential.* Marvin Robertson and others. The Center for Vocational Education, 1975. 175 pp.

This document was developed to assist facilitators of career education in-service programs. The document is divided into four major components—Rationale and Research Base, Administrator's Guide, Guide for a Local Study, and In-Service for Staff Awareness. Diagrams, pictures, forms, instruments, and checklists are provided. Any elementary schools implementing career education and wishing to broaden the expectations of their staff toward the career potentials of all students, should have on hand this document.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n22 *Staff Development in Career Education for Elementary School.* Robert Norton and others. The Center for Vocational Education, 1975.

This publication is an elementary teacher in-service training package designed to assist in the installation or enrichment of elementary career education. There are seven modules in the package and each module is designed as a stand-alone unit which may be used alone or as a part of the larger package. "Module I: Career Education: An Integrating Process," contains an overview of career education, some of its historical antecedents, some opposing viewpoints on the subject, and a look at some state and national models. "Module II: Career Development Theories," identifies the key concepts of each of the major career development theories and attempts to help the reader relate local curriculum goals to these career development theories. "Module III: Self-Concept Development," gives assistance to the reader in defining self-concept by examination of several self-concept theories and relating reader self-concept to career choice. "Module IV: Child Study," defines child study and its purposes and discusses techniques. "Module V: Curriculum" explains infusion of career development concepts along with a discussion of the creative problem solving process. "Module VI: Community Involvement," provides information on how the community can be involved in the guidance program. "Module VII: Career Education and Minorities," presents a synthesis of criticisms aimed at career education for minorities and units that deal with racism and sexism and their effects on career education efforts. *The Format.* Each module contains an introduction which sets forth the goals and explains what the units in the module are about. Each unit consists of an introductory paragraph, cognitive matter, study exercises, and reference materials.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n23 *Staff Development Program for the Implementation of Career Education Teacher's Guides.* The Center for Vocational Education, 1974.

The purpose of this in-service education program is to provide participants who will be using the Comprehensive Career Education Model (CCEM) teacher's guide(s) with (1) an orientation to career education concepts and principles and (2) an understanding of the structure, format and intended use of the materials (teacher's guides). The in-service program materials included in this publication are: a section on assessing participants' needs and growth including three instruments; the instructional plan which contains an outline of the content areas for each section; suggested teaching strategies; supportive instructional aids; and a time estimate for each topic. Topics are: Section A—Introduction to Career Education, Section B—Orientation to Curricular Program, and Section C—Understanding and Preparing to Use the Teacher's Guide. This program also provides a section of specific suggestions for the presentation of each recommended topic and a section of suggested handouts, transparencies, and resource materials for implementing the plans. In CCEM, this in-service program was designed to be used by in-service coordinators for staff development. Career education coordinators and others in charge of staff development will find this in-service program helpful in planning and conducting in-service programs.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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n24 *Teaching Practices Designed to Foster Self-Understandings.* John Pietrofesa. Wayne State University, 1968. 142 pp.

This spiral-bound document contains materials developed from a staff development workshop by the Developmental Career Guidance Project in the Detroit, Michigan Schools. The workshop helps youngsters improve their self-concepts by sensitizing teachers to the implications of various elements of self-theory. There are summarizations of the lectures presented on self-concept, mechanisms that distort reality and healthy personality, and brief descriptions of activities that the teachers in the elementary, junior high, and senior high schools develop and use in their classrooms. There are also personal reactions of teachers, a course evaluation, and a bibliography. The document might be helpful to those individuals who are designing an in-service program for K-12 teachers.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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o1 *American Business and School-Based Career Education.* Charlton Price, Adele M. Scheele, and Don Scheele. The Center for Vocational Education, 1975. 83 pp.

This paper is a statement of what business/industrial involvement might incorporate. The sections explore a variety of comments on a central theme, rather than a procedures manual or policy statement. The sections deal with rationale for career education, concepts and practices of specific occupational skills, modes of learning, scheduling and use of time, roles of participants in career education, career education organization, implementation of examples of activities, program design and ideas on getting started with career education. This paper serves as a resource tool for planners of career education programs or for college level programs of teacher, counselor, or curriculum developer trainer.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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* o2 *CAP (Career Awareness Project).* Business and Professional Women's Foundation.

This handbook is designed as a guideline for clubs and organizations which want to work cooperatively with the schools in providing career awareness programs for senior high school and community college students. Topics include: making a plan of action, providing a format for career consultant programs, establishing a career information center, providing a job placement program, and using mass media for publicity. A bibliography of selected career materials and reference sources is also included. The handbook assumes that the goals of career education are to prepare an individual for economic independence and to give an individual an appreciation for the dignity of all work. Ideas for establishing a rapport between the business community and the schools are included in the handbook.

Cost: $2.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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o3 *Career Education: A Prospectus for Businessmen and the Community.* Lewis Easterling. Michigan State Chamber of Commerce, 1974. 17 pp.

This handbook ties the businessman to membership in the community. Career education is presented from the standpoints of: why it is needed, what it is, a conceptual model and implementation strategies. An example of a community resources questionnaire is included as an appendix. This handbook could serve as a text for in-service programs involving the general public and might also be used as a supplementary reading source in business administration and teacher training programs.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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o4 *Career Education: What It Is and Why We Need It.* Chamber of Commerce of U.S., 1975. 18 pp.

This report was initiated and published by the National Chamber of Commerce who solicited the cooperation of twenty-three additional organizations and agencies. This report is designed to provide the lay reader with a thumbnail sketch of career education. It might be used in introducing and explaining the career education concept to citizen groups or business and industry people. It could also serve as a supplemental reading in a career education course at the college level. The contents develop a concept for career education, the need for it, some existing sites, comparison of career education to vocational education, who is involved in career education, how to get started, and where to get help.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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o5 *Community Involvement in Career Education: Overview.* Robert Weishan. The Center for Vocational Education, 1973. 47 pp.

This concept paper discusses career education (primarily the aspect of career preparation) and school-community relations. The basic thesis is that if school based career education is to be a positive force in increasing the relevancy of American education, it must devise new methods for interrelating the community and the school. To demonstrate this thesis, some major factors influencing the growth of the school's career preparation roles in American society are traced. Second, the types of relationships that have developed between the school and community are noted. Third, the needs of both communities and schools for school-community relationships are reviewed. Finally, suggestions for developing more useful relationships between the school and the community to facilitate the implementation of school based career education are official.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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o6 *Educators-In-Industry Career Guidance Programs Handbook.* General Electric Company. 23 pp.

This document presents the idea that youth unemployment exists in every community due in part to inadequate job preparation and properly informed high school educators. Local educators need to get more involved with industry so as to receive greater insights into the world of work. This handbook offers guidelines to general electric plant representatives on how to develop and implement local programs to provide teachers and especially guidance counselors with first hand industrial experiences. School personnel, however, can utilize this publication as a source from which local programs may be adapted to meet their needs. Two topics in this document are: the need for educators-in-industry programs and the need for general electrics experience in career guidance programs. This handbook also provides guidelines to initiate, conduct and follow-up a program. The appendix completes this document by providing: a needs assessment inventory form program schedules, an evaluation form, an application form and a budget items form useful in designing a local program.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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o7 *Handbook, A: Industry-Education Councils.* National Association of Manufacturers, 1971. 28 pp.

A close examination of this document shows that industry wants to close the gap between educational institutions and the world of work. The erection of an industry-education council suggests the best structure to deal effectively with this need. The handbook gives the initial steps that are required to form such an industry-education council and lists several types of cooperative programs with their broad objectives. High school personnel wanting information on "how to get started" should exercise for themselves the usefulness of this printed document. Furthermore, the appendix section includes: by-laws for an industry-education council, organizational structure and a partial listing of industry-education councils and coordinators.

Cost: $.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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o8 *How Well Do They Represent You? Handbook on Rural School Boards for Parents and Other Citizens.* ERIC/CRESS, 1974. 24 pp.

This handbook deals with general information relating to the rural small school board of education roles and responsibilities. It is a valuable resource for teacher in-service or parent information sessions or teacher educational programs. This handbook takes on particular importance as one section covers the board's responsibility as being twofold: (1) Provide teachers, facilities, materials etc.; (2) Determine the educational policy for the district.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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o9 *Industry Education Coordinator.* National Association of Manufacturers, 1971. 10 pp.

The National Association of Manufacturers Official Policy Positions concerning industry-education coordinators are outlined in this printed booklet. The Association stressed the need for closer cooperation between industry and schools. New Jersey is described as the only state that has recognized fully the need for such a venture and has formed such a committee. The document suggested that new approaches of communication between industry and education must be found and that industries resources be better utilized in the schools. High school counselors, educators and administrators interested in cooperative ventures should find this document very useful in their work.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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o10 *Industry-Education Projects.* National Association of Manufacturers, 1971. 24 pp.

Described in this booklet are five topics which were presented at a panel session and then reprinted for distribution to the public. This document suggested guidelines for action programs at the local level. The topics examined in this booklet are: (1) the National Association for Industry-Education Cooperation, (2) Atlanta Business and Schools, (3) Project 70' at Southern Col., (4) Massachusetts Business Task Force for School Management, and (5) New York State and Industry-Education Cooperation. Each of the topics enumerated and brought to light the problems facing business, educators and the student's preparation for careers. Rural teachers and counselors may want to use in their high school such information, expecially if they support the concept of industry-education cooperation.

Cost: $.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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o11 *Organizing for Community Involvement.* Bruce Reinhart and Robert Weishan. The Center for Vocational Education. 40 pp.

This conceptual paper develops around the theme that career education requires an entirely new relationship between school and community. This theme is carried into the topics of institutional commitment, organization and staffing, fact-finding and feedback, involving the community power structure, industrial relationships in career education, parent involvement in career education, community organizations and career education, mass media for career education, a model for community involvement and plans for action. A resource which could be used by educators involved in developing career education programs or in teacher, counselor, administrator training programs at the college level.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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o12 *Parent Involvement in Career Education.* Barbara Shade. The Center for Vocational Education. 48 pp.

This concept paper introduces the idea of parent involvement in career education. The ideas present form a general frame of reference with the hope of future work generating guidelines and programs for parent involvement in career education. Part I deals with the theoretical considerations as related to parent involvement, the family and career education, and home and school. Part II presents implications for career education through parent involvement programming and conclusion. An extensive bibliography relating to the topic is included. Any career education program developers should find this paper useful in formulating the extent and type of parental involvement desired in the new program..

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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o13 *Political Aspects of Small Town and Rural Schools.* Frieda Gehlem. ERIC/CRESS, 1969. 39 pp.

This monograph looks at the literature related to policy and decision making frameworks in rural areas and particularly how those frameworks relate to the schools serving the areas. Any educator entering the policy and decision making arena of a rural area, who lacks a rural background, would find this document to be of great value. There are four major topic areas. Each section is well documented with literature in the field. The school, in its political setting, is the first section. The small town and the rural community is the second; the third section is entitled the school in the rural community while the fourth deals with the politics of the rural and small town school.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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o14 *Provide Service to and Maintain Liaison with the Community, Module G-8.* The Center for Vocational Education, 1975. 50 pp.

Service and cooperation between the community and the school is the topic of this module. This self-sustained module, one of a series, follows a standard format. Major items comprising the module are: introduction to the selected activity, module structure and use, learning experiences with each containing an overview, activities and feedback. Included also is a teacher assessment form. Institutions, interested in performance based curriculum evaluation, will find this document to be of service in teaching the selected activity.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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o15 *Staff Development Program for Promoting More Effective Use of Community Resources in Career Education.* Robert Norton and Nancy Martinez. The Center for Vocational Education, 1975.

This staff development program provides in-service to elementary and secondary educators and assists them in making more effective and extensive use of community resources in career education. These materials assume that affective utilization of community resources is an integral and necessary part of a career education program. Two major sections are incorporated into this program: Section I. Overview and Management Plan, Local Needs and Attitudes Assessment, and Research Report Summary. Section II. In-Service Program – Module A: Community Resources and Career Education; Module B: Use of Local Community Resources; Module C: Using Resource Persons; Module D: Using Field Trips; Module E: Experiencing the Work Setting; Module F: Using Community-School Advisory Committees; Module G: Involving Community Organizations; Module H: Application Activity. The module structure and format has an *Instructional Plan* which includes an outline of the content areas, suggested teaching strategies, supportive instructional aids and a time estimate for each topic and subtopic. *Resources* take the form of handouts, transparencies and resource materials.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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V. SPECIAL POPULATIONS

Student Materials

p1 *American Women's Role: Yesterday and Today, Teaching Pictures.* David C. Cook Publishing Company, 1975.

This packet, which includes a thirty-two page resource manual and twenty 12" x 17" color posters, is designed to make students in grades 4 through 8 aware of the changing role of American women. The manual is divided according to the posters and provides information on women in the field, background information, learning activities, and resources. The fields covered are medicine, women's rights, law, literature, science, journalism, education, social science, government, fashion and design, home economics, communications, arts, business world, aviation, international affairs, sports, ecology, marketing, and the space program. This packet may be a helpful teaching tool for those presenting a lesson on the changing role of women.

Cost: $5.95

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p2 *Career Exploration for High School Women.* Janice M. Birk and Mary Faith Tanney. University of Maryland, 1972. 26 pp.

The impact of sex-role stereotypes upon career consideration was the focal point of this document. Outlined in this document are the preparations associated with a career exploration program. Items used in this program, such as: opinionnaire, profile chart, stories and evaluation forms are included in the appendix of this document. Teachers and counselors interested in increasing awareness of the stereotyping that occurs in careers and jobs may find this document to be a good starting point.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p3 *Girls are Equal Too.* Dale Carlson. Atheneum Press, 1974. 146 pp.

Struggle against unequal pay, discrimination in education and job opportunities, and the unfair legal restrictions on women's rights is brought to the attention of the reader in this publication. This book is divided into three major sections: Section One discusses the way it is for females from birth to the happy housewife; Section Two attempts to analyze how women got that way; Section Three suggests solutions on what can be done about it. A publication of this type can aid teachers and counselors to eliminate sexism in school and society.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p4 *I Can Be Anything.* Joyce S. Mitchell. College Entrance Examination Board, 1975. 256 pp.

This book describes more than ninety different careers for young women and introduces the crucial consideration of a life style for girls and women. Seven related questions analyze each career. They are: what the work is like, what education is needed, how many women are now in the field, what the salaries are like, future prospects for women, which colleges award the most degrees to women, and where to obtain further information. Many photos of female workers illustrate the entire book. This publication may be useful to school personnel and to female students searching for a career. The book cites lists of addresses of all colleges, universities and publishers in each career description.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p5 *Improving Personal Relationships.* American Personnel and Guidance Association Film Department.

This set, which contains two 16 mm color and sound fifteen-minute films and a Leader's Guide, is intended to assist junior and senior high school women and men in developing their personal relationships. Each film consists of an introductory role play sequence and a series of vignettes. The role play sequence depicts an interpersonal situation handled first non-assertively, second aggressively, and third assertively. The stimulus vignettes confront the viewer with a series of demanding and difficult situations which are similar to those frequently experienced by high school women in their relationships with others. The stimulus vignettes should be viewed and worked with individually. While these films are intended for use by an instructor within an assertion training framework, the inclusion of general discussion issues about each vignette in the Leader's Guide expands their usage to discussion groups as well as assertion groups.

Cost: $250.00 each – purchase; $25.00 each per day rental (Leader's Guide included at no additional cost when film is rented or purchased).

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p6 *Management Careers for Women.* Irene Place and Alice Armstrong. Vocational Guidance Manuals, 1975. 219 pp.

This book presents management careers as they relate to women. The nine chapters deal with the following topics: introduction to management; management philosophies and practices; some management problems, terminology, and trends; women as managers; organizational climate and women managers; expanding roles; career development problems; management styles; and how change affects us and how to meet it. The book could be of value to women students interested in management.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p7 *Ms.–Attorney.* D. X. Fenton. Westminister Press, 1974. 160 pp.

This book is designed to provide information to young women who are considering the law profession. This book examines the facts, not through the rose-colored glasses of recruitment, but through the magnifying glasses of reality. The book relates the evidences of discrimination, the details of rampant disparagement of women by law schools and professors, and the reluctance of law firms to hire women. The author takes the reader through the actualities of application and matriculation, and shows the action, the routine, and the rewards of a typical day in the life of a woman lawyer. An appendix giving law schools with admission requirements and financial information is provided. The book could be an asset to a school's resource center.

Cost: $5.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p8 *Ms.–M.D.* D. X. Fenton. Westminister Press, 1975. 144 pp.

This book provides fact, counsel, and encouragement to young women who might be considering a career in medicine. The author's statements are supported by research and statistics, and he describes the temperament needed, the interests and hobbies that can point the way, the preparation through high school and college, the kinds of training the medical schools offer, and the wide variety of specialities open. The author also exposes the prejudices that women face in medical training and practice. It points out that a woman may not get a "fair shake" in admission to medical school by treatment she receives from classmates and instructors or treatment by sometimes wary and prejudiced patients. The author relates the proposals and friends that are making it easier for women who wish to pursue a medical career. An appendix gives a list of American Medical Schools with admission requirements and financial information. This book could be an asset to a school's resource center.

Cost: $5.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p9 *Non-Traditional Careers for Women.* Pathescope Education Films, Inc.

Consisting of filmstrips, cassettes, and a teacher's manual, this resource kit is suitable for high school students, grades 9 through 12. The narrators on the cassettes are well-known women, like Shirley Chisholm and Caroline Bird. The kit's materials are divided into two parts. Part I reviews the history of women's roles in the United States job market from the mid-1800s to the present. The pictures are authentic, black and white, period photographs. The text explores the possible reasons why women, in the past, were confined to certain occupations and shows how some women today are pursuing non-traditional careers. Part II focuses on the present day women at work, noting that opportunities for training are now available to women in fields that were formerly dominated by men. Interest, challenge, better salaries, and more opportunities for promotion are presented as valid reasons for non-traditional career choices. The teacher's manual includes a short list of significant events in women's work history. The materials suggest the ideas of alternatives and free choice for women workers without sounding militant.

Cost: $46.00. This kit can be useful to individuals presenting information on various career options.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			CAREER GUIDANCE AND COUNSELING PROGRAM												
															PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p10 *Saturday's Child.* Suzanne Seed. Bantam Pathfinder Editions, 1973. 184 pp.

Thirty-six women talk about their positions, how they became interested in their various fields, the help they received and the difficulty they sometimes faced in being taken seriously. This pocketbook is also well illustrated with photographs of persons interviewed. Teachers and counselors may find this pocketbook to be helpful, especially when dealing with students searching for careers.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p11 *Today's Changing Roles: An Approach to Non-Sexist Teaching.* The National Foundation for the Improvement of Education, 1974. 108 pp.

The material in this document divides into three major sections: (1) exploring sex role stereotypes, (2) clarifying and understanding the meaning of sex role stereotypes, and (3) applying the learnings of our lives and our futures. Each of the three sections of resources fits a sequence of learning. Each section, also has a standard format consisting of four parts: objectives, materials, procedures and alternate plan. These materials supplement instructional materials; they, therefore, can help assist teachers in raising elementary and secondary students' awareness of sex stereotypes.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p12 *Vocational Readiness Program.* Y.W.C.A. (Los Angeles, California), 1973.

The Vocational Readiness Package includes six mimeographed documents which utilize simulation games and role-playing, while employing peer group counseling techniques to dramatize the realities concerning women in marriage and careers today. All the documents are illustrated, colorful and very easy to use. Teachers and counselors, who want to help female high school students explore the possibility of marriage and careers, may find these documents useful in their work.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p13 *Wisconsin Women in Apprenticeship.* Wisconsin Departments of Industry, Labor, and Human Relations, 1972. 18 pp.

This booklet makes women aware of various types of apprenticeship programs. Personal stories present women in apprenticeship programs in the following areas: lithographic stripping, TV repair, drafting, teaching, printing, meat cutting, telephone repair, and carpentry. The booklet may be of interest to high school women who are considering apprenticeship programs.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p14 *Women in Careers.* Doubleday Multimedia, 1973.

This fifteen minute, 16 mm or super 8 mm color film emphasizes the change in social values in our society today. The points that women may have both a career and a family or a career only and that women are entering many fields previously thought to be solely male are made by showing women in actual work situations. Four occupational settings are presented: floral designer, assistant social worker for Operation Headstart, physical education department teacher at a state college, and a city councilwoman. The film shows the satisfactions derived from each career. A teacher's guide is also included. The film can be used by teachers who are presenting various career options.

Cost: Print purchase – $210.50; Print rental – $21.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p15 *Women at Work: A Photographic Documentary.* Betty Medsger. Sheed and Ward, Inc., 1975. 212 pp.

This document portrays the wide range of work done by women in the U.S. To convey the real images of women, the author photographs and talks with American women in a variety of occupations. This report would aid school personnel wanting to help destroy stereotypes, and expand student's concepts of the world of occupations.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p16 *Women at Work: Choice and Challenge.* Guidance Associates, 1975.

This program, which consists of two full-color filmstrips (sixteen to seventeen minutes each), two 12" lp records or two cassettes, and a teacher's guide, explores the changing role of women in the labor force and the challenges these changes have generated. Part I provides information on the development of women's work roles throughout important periods in American history such as colonial times, westward expansion, the Civil War, World War I, World War II, and the 1960s. Part II contains interviews with women, their spouses, children, or co-workers which provides personal insights into the effects of work on women. Interviews show an assistant U.S. Attorney, a mechanic, a medical technologist, and a secretary. The discussion guide contains teaching and discussion materials and filmstrip scripts. This program can be useful to those presenting information on career options of women.

Cost: $48.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	S/R	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p17 *Women in Industry.* National Association of Manufacturers. 96 pp.

Women are playing an increasingly significant role in the life of the nation and are demanding broader opportunities to fulfill this role. Educators, government and business leaders were brought together for a conference at Mary Bladwin College with the goal of developing a better utilization by business and industries of colleges as a source of talented women. Some of the topics highlighted in this monograph are: new perspectives for women's colleges, the current climate in the women's rights movement, the government's role and college/business plan of action. In the appendix are found biographical sketches of the participants and companies and organizations represented.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	S/R	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p18 *Women in Television.* Anita Klever. Westminister Press, 1975. 142 pp.

This book describes the variety of jobs which make up the television profession. A representative sample of the main job areas is presented by the women who perform the jobs. They tell of their responsibilities, job qualifications, personal job histories, and stories of job related experiences. A glossary is also included. The book is a resource which can be used by young women interested in the broadcasting field.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	S/R	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p19 *Avoiding Stereotypes: Principles and Applications.* Houghton Mifflin Company, 1975. 30 pp.

Houghton Mifflin Company intends to eliminate stereotyping in all of their educational materials against minorities and women. This document offers guidelines, which the company intends to follow, so as to bring their books and related educational materials into line with today's imperfections. It identifies racial and sexual stereotypes that appear in books and other publications and organizes them under several major headings. They are: personnel attributes, physical appearance, roles and activities, group configurations and language.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p20 *Changing Sexist Practices in the Classroom.* Marjorie Stern, ed. American Federation of Teachers. 74 pp.

Topics are clustered under three major titles in this document. They are: why sexist practices should be changed, methods you can use in your classroom, and other suggested materials such as: activities, course outlines, available resources, and a bibliography. This booklet may serve as a resource document for elementary and high school teachers in their efforts to eliminate sexual stereotyping from the schools.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p21 *Counseling Girls and Women Over the Lifespan.* Esther E. Matthews, S. Norman Feingold, Jane Berry, Bettina Weary, and Leona E. Tyler. American Personnel and Guidance Association, 1972. 96 pp.

This monograph is the result of a workshop of the same name. The document develops and promotes awareness, understanding, and knowledge needed by the counselor to assist girls and women in utilizing their potentiality in the world of work. The eight chapters are: "Life Stages and the Development of Sex Differences in Girls and Women"; "Infancy, Childhood, and Pre-Adolescence"; "Adolescence and Young Adulthood"; "Mature Adulthood and Old Age"; "Counseling Women in the New Morality"; "A Job Choice of One's Own"; "Educational Innovation and an Era"; and "Counseling Girls and Women in the Year 2000." Bibliographies are also included. Counselors might use this monograph as a reference when counseling women.

Cost: $2.50

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-3	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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p22 *Sex Role Stereotyping in Elementary Schools.* Martha Cohen. The Connecticut Public Interest Research Group, 1974. 78 pp.

This document reports on: (1) how to stop sex stereotyping in elementary textbooks, library materials, and the elementary classroom, (2) alternative elementary school materials, (3) how to counter sex stereotypes in the home, and (4) teacher training and parent awareness workshops. Rural school staff and parents, searching for ways to get involved in stopping sex stereotyping, should find this publication very helpful. The appendix of this document includes a series of questions on how to use Title IV of the Education Amendments of 1972 to combat sex stereotypes in elementary education.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p23 *Sex Stereotyping and Occupational Aspiration: An Annotated Bibliography.* Anne E. Stakelon and Joel H. Magisos. The Center for Vocational Education, 43 pp.

This publication is a collection of abstracts on the concept of sex stereotyping/vocational education or occupational aspiration. There are 122 abstracts in the publication, and they organize under the following headings: ERIC Report Literature, AIM/ARM Report Literature, Journal Articles, and Projects in Progress. Researchers, curriculum and guidance specialists, and teachers, who need up-to-date resource on the topic, may find this publication to be of assistance.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p24 *Sexism in Education.* The Emma Willard Task Force on Education. 1971. 87 pp.

This book offers information concerning sexism and provides articles, short biographies, exercises and tests which can be utilized effectively in the classroom by teachers to help overcome sexism. Slightly over one-third of this publication contains an extensive bibliography on women.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p25 *Sexism in School and Society.* Nancy Frazier and Myra Sadker. Harper and Row Publishers, 1973. 215 pp.

The authors attempt to break down the walls of sexism by providing the reader with relevant information. This paperback book contains a series of eight major topics: (1) the possibility of change, (2) down with the ladies, (3) who is Sylvia? (4) the final report card, (5) sex bias: the hidden curriculum in the elementary school, (6) the high school years, (7) the male university, and (8) the anatomy of change. Persons who want to eliminate programmed stereotypes should find this book very useful.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p26 *Sexism in Schools: A Handbook for Action.* Nina Rothchild. Mahtomedi, Minnesota. 1973. 66 pp.

This handbook is written on the assumption that the reader is aware of the sex bias which pervades society at large. Six major sections make up this handbook: section one reviews the structure and functions of school personnel; section two discusses the budget in the schools; section three outlines general strategies for effective action; section four, five, and six list specific school practices and policies. Included at the end of this booklet is a resource section. The information compiled in this booklet is most likely to be helpful to persons in suburban and small town districts.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p27 *State of the Art of Counseling High School Girls, The.* Peggy J. Hawley. San Diego State University, 1975. 38 pp.

This study sought to gather data on the life goals of high school girls and data on the extent of counselors' knowledge of women's career development. Another concept examined is the tendency of many people to dichotomize human characteristics into male/female categories or to view characteristics in terms of individual traits and abilities without sex referent. This study should be primarily of interest to guidance counselors. Tables, instruments, research questions and references are also included in this mimeographed document.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p28 *Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work.* Sandra H. Bem and Daryl J. Bem. Pennsylvania Department of Education, 1974. 25 pp.

This paper gives a picture of women facing a variety of barriers in the world of work. The following major topics are discussed: women in the world of work, discrimination, sex-role conditioning, the presumed incompatibility of family and career, and preparing for the future. This publication may be useful to guidance counselors, educators and school administrators who are interested in sex-role stereotyping.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p29 *Women in Apprenticeship–Why Not? Manpower Research Monograph No. 33.* U.S. Department of Labor. U.S. Government Printing Office, 1974. 34 pp.

The number of women in apprenticeship and the range of occupations for which women might apply and be accepted for apprenticeships in Wisconsin, is examined and then summarized in this monograph. The authors, in their study, have found barriers in the attitudes and procedures of a variety of agencies; they then tried to identify means to minimize them. Tables supported with data gave the reader the essence of insights from the study. A variety of items are discussed in this document for instance: (1) dispelling myths about women, (2) obstacles facing women, (3) manpower training programs, (4) labor standards and studies recommendations. This monograph can aid school personnel who are interested in teaching high school students about the women's place in the world of work.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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p30 *Women in the Work Force: Follow-up Study of Curriculum Materials.* Louise Vetter, Alice J. Brown, and Barbara J. Sethney. The Center for Vocational Education, 1975. 54 pp.

This publication is a follow-up study of a curriculum unit, "Planning Ahead for the World of Work," which aids secondary school girls in making career plans that are consistent with their interests and capabilities and with the realities of the world of work. There is an introduction to the problem, methods and procedures, and the results of the survey. The instruments in the survey are also a part of the publication. The findings of this follow-up study, the findings of the original development and testing of the unit, and the unit itself should be of interest to teachers and counselors of girls as well as to researchers and to educational planners developing curricula and guidance experiences for these students.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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q1 *Minorities and Career Education.* Lawrence Davenport and Reginald Petty. ECCA Publishers, 1973. 123 pp.

These eight articles deal with career education and minorities, and would be valuable in any teacher training program dealing with career education. It would be a vital resource for counselor training programs or for career education supervision training. The articles range from a general overview to specific problem areas. The major area of concern appears to be the training of counselors and the professional preparation of teachers who deal with minorities in a career education program.

																				CAREER GUIDANCE AND COUNSELING PROGRAM							
GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						TECHNIQUES					SUPPORT	
K-4	4-6	K-8	7-9	10-12	13-14	W	M	E	F	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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* r1 *Career Education for Gifted and Talented Students.* Olympus Publishing Company.

A series of conference seminars concerning the problems and advantages of gifted and talented children formed the basis of this book. Written primarily for a professional audience, the book is especially helpful to individuals working directly with gifted and talented students. The value to the student reader is questionable. Five basic areas of concern are explored in depth: (1) the current status of career education and education for the gifted student; (2) the future work opportunities, characteristics of the gifted student, and the special career development problems of these students; (3) value considerations related to the career education and special needs of the gifted student; (4) exemplary programs in career education for the givted student; (5) the implications of career education for gifted and talented students, with attention to policy considerations, organization and administration of programs and curriculum needs. The book can be used by counselors, career education directors, and anyone working with gifted and talented children.

Cost: Hardcover–$7.95; Softcover–$5.95.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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r2 *Career Education Materials for Educable Retarded Students: Working Paper No. 2.* Greg Brown et al. University of Missouri, 1971. 56 pp.

This document listed resource materials within three domains: (1) Daily Living Skills, (2) Personal-Social Skills, and (3) Occupational Guidance and Preparation. These materials are divided into three age levels—elementary, junior high and senior high. A brief annotation, including suggested uses, populations, and estimated reading levels are provided for materials if the information is available. Cost and publisher and a complete list of publishers with their addresses are included. This is a helpful guide for those developing a career guidance program.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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r3 *Career Education Through Multi-Experience Centers.* Quincey (Illinois) Public Schools.

This publication is a report of the planning and curriculum guide utilized in a K-12 school for special education youngsters. The emphasis in the curriculum guide is the career concept. The guide has career concepts at four levels—Awareness, Exploration, Preparation, and Participation. It has a concept section in the form of objectives, a classroom activity section, a career center activity, and a community activity section. Persons who are working with handicapped students may find this materials to be helpful.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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r4 *Career Guidance Practices for Disadvantaged Youth.* Juliet V. Miller and George E. Leonard. American Personnel and Guidance Association, 1975. 70 pp.

This monograph addresses itself to the following topics: guidance needs of the disadvantaged; career guidance objectives; career guidance practices for disadvantaged; and staffing patterns for career guidance programs dealing with disadvantaged youth. It could be useful to staff members who are developing a career guidance program in which the disadvantaged student is a part of the audience.

Cost: $2.95.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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r5 *Development of a Model Community Evaluation Center for the Disadvantaged and Handicapped, The.* Richard L. Hart, Reginald F. Pryor and Lincoln Bond III. Halifax (North Carolina) County Technical Institute, 1973. 130 pp.

This spiral-bound publication reports the development of a model and an evaluation center for evaluating the vocational potential of the disadvantaged and the handicapped. The publication contains the process for development of the model, the evaluation program at the center, the procedure a client is exposed to—the orientation and the 30-day calendar, the goals of work evaluation, and the appendix which contains the outline of motivational and attitudinal training curriculum materials. This report is based upon a study that was conducted. The report will be an aid to teachers and guidance counselors who are working with disadvantaged or handicapped people.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
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r6 *Job Box, The.* Fearon Publishers.

This supplementary career information reading resource is designed for the special-need high school student. Job opportunities, selected specifically for the special-need students, are organized into seven work clusters and presented in a text that uses a reading grade level of 2.7. The goals of the booklets are to present a comprehensive, realistic understanding of entry-level requirements, to develop a realistic set of values about work, and to build a broader, but realistic view of the special-need student's job opportunities. Promotional job titles are also listed, but there is no cross-referencing to related fields. There is a lack of sexual, ethnic, and non-traditional job balance. Although there are many illustrations, all of the pictures are in black and white. Current salary ranges are provided for each job title. Initial purchase should include provisions for updating salary ranges and entry-level requirements.

Cost: List price–$60.00; School price–$45.00.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	CGP	C	FU	FT	P	SD	CR
☐	☐	☐	☐	●	☐	☐	☐	●	●	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐	●	☐	☐	☐	☐	☐	☐

r7 *Model for Evaluating Programs in Vocational Education for the Handicapped, A.* Gerald Bekker. Texas Education Agency, 1975. 167 pp.

This study developed an evaluation model for determining the effectiveness of pilot programs in vocational education for the handicapped. A description of the model's primary components (objectives, goals, outcomes, and related processes) are included in this report. The model was field tested in sixteen pilot programs in vocational education by on-campus visits in seven state schools/hospitals in Texas. A lengthy discussion on the model development and test procedures, along with the findings, are a part of the report. The appendices included the instrument utilized to obtain evaluation statement ratings and instruments utilized to conduct personal interviews that made the prescribed observations. The vocational program for the handicapped had three basics: Phase I—exploratory, prevocational activities; Phase 2—vocational education programs in shop or laboratory setting; and Phase 3—job placement, evaluation and follow-up of students. Educational evaluators may be interested in reviewing the evaluation model utilized in this study.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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r8 *Occupational Versatility for Exceptional Children: A Career Curriculum Booklet.* Tri-County Special Services (St. Anthony, Idaho). 103 pp.

This guide assists teachers of exceptional children in developing career development programs for use in their classrooms. The guide contains learning experiences for students in K-6 which cover the career elements of self-awareness, career awareness, economic awareness, decision-making, educational awareness, and social employability skills. Each lesson plan contains a program goal, a course goal, the skill level, a subject area, estimated time, behavioral objectives, learning activities, resources, and teacher criterion evaluation. Appendices provide a listing of career education kits and games and a career education bibliography.

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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r9 *Proceedings of Project PRICE Trainer's Workshop: Working Paper No. 5.* Donn E. Brolin. University of Missouri, 1975. 77 pp.

This is a collection of nine articles arranged in three parts. Part I is entitled "Career Education" with the following authors and articles: Norman C. Gysbers, "Career Education," Charles Kokaska, "Career Education for the Mentally Retarded in the Secondary Schools," and Earl J. Moore, "Values, Values Clarification and Values Education." Part II—"Career Education Instruction" contains the following: Connie Earhart, "Daily Living Skills," Carolyn Magnuson, "Peronal-Social Skills," and John Alexander, "Occupational Skills." Part III—"Teaching Recreation and Leisure Competencies" is filled by Leon Johnson, "Physical Education Programs," Gerald Hitzhusen, "Therapeutic Recreation Services," and Peter J. Verhoven and Judith Goldstein, "Leisure-Time Skills."

GRADE LEVEL						SPECIAL POPULATIONS			CHARACTERISTICS OF DOCUMENT			CAREER GUIDANCE DOMAINS			PROCESS						CAREER GUIDANCE AND COUNSELING PROGRAM TECHNIQUES					SUPPORT	
K-4	4-6	K-6	7-9	10-12	13-14	W	M	E	P	A/V	M	SIR	CPDM	LR	P&I	CDNA	T&I	RA	PO	E	COP	C	FU	FT	P	SD	CR
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CHAPTER III

PROGRAM ABSTRACTS

LISTING OF PROGRAMS BY TITLE

Algona Self Development Program

*Apache and Navaho Career Education Project

Ashland-Greenwood Career Guidance Program

*Becker-Clay County Special Education Cooperative

Beloit Area Project

Bingham County Development Career Education—Awareness, Exploration, and Preparation

*Career Awareness and Exploration through Individualized Instruction

Career Awareness, Grades K-6

Career Awareness Project

Career Decision-Making Program

Career Development in Education

Career Development Model Project

Career Education Approach to Junior High Guidance, A

*Career Education/Environmental Studies Project

Career Education Exemplary Project

Career Education for Rural Georgia

Career Education for Rural Georgians

Career Education Program for Hazard, Region XII

Career Education Project (Bedford, Virginia)

Career Education Project (Belmont, New York)

Career Education Project (Canton, New York)

Career Education Project (Fort Fairfield, Maine)

Career Education Project (Napoleon, North Dakota)

*Career Opportunities Program

Career Seminars, Helping Seventh Grade Students Gain Self-Awareness and Career Awareness

CERT (Career Exploration for Related Training)

*Community College of Vermont

Clay Center Career Education Project

Comprehensive Illinois Occupational Education Demonstration Center, Site B

*Cooperative Guidance for Career Education

*Craig Alaska City Public Schools Individualized Competency Based Program

D'Iberville Junior-Senior High School Career Education Project

ESEA III Elementary Preventive Guidance

*Hot Springs Public Schools Program

Lenawee Vocational-Technical Center Exemplary Placement Project

*Lincoln County Schools Career Education Program

*Magnolia Public Schools Project

Methods and Resource Assessment and Specialized Staff Development Program for Career Guidance, Counseling, Placement, Follow-up Program

Mobile Career Development Center

Moran-Humboldt-Iola Project

*Northeastern Colorado Board of Cooperative Education Services Regional Program

PATCHWORK Project (Potential Activated through Career Horizons Work)

Penasco Career Education Process

Polaris Project

Project AWAKE (A Work Awareness-Kindergarten Through Elementary)

Puedo Program

Rural Districts' Career Concept Focus Plan

Rural Futures Development (RFD)

Santa Cruz Career Education Project (SCCEP)

School Development Program

School to Employment Process Program (STEP)

Southeast Kansas Regional Career Education Project

*Spartenburg Career Education Project

*Tennessee Exemplary Project in Career Education

*Tri-District Special Services Mobile Unit

USA-VE Project

Whitewater Project

Wilmington Vocational Exemplary Project

*Information was obtained from *Career Education Catalog: Annotated Listing of Selected, Diverse, and Innovative Programs* published by Abt Publications.

Additional abstracts of programs presented in this section were developed by Policy Studies in Education, New York, New York for the Office of Career Education, United States Office of Education.

Algona Self Development Program; Algona Community School District; Algona, Iowa

This program begins by focusing on self-awareness. All the students in grades 9 through 11 participate in group activities aimed at heightening self-awareness. The groups are staffed by thirty-two high school seniors and seventeen high school faculty members. Each group meets weekly for thirty minutes. The project staff creates a special self-awareness curriculum tailored and sequenced for each grade level. The faculty and student group leaders receive intensive group process training prior to leading their groups and are involved in continuous in-service training throughout the year. Grade twelve students enroll in a career awareness segment of the program which is student-centered. The students at this grade level group themselves into eight combined career clusters. Each of the eight groups has a high school teacher coordinator who has voluntarily joined a career cluster of his/her choice. The students decide which of many activities they wish to participate in on a regular weekly basis. Activities they may choose from include: community tours of business and industry; community resource persons; higher education resource persons; career games; career films; structured career role playing situations; and aptitude and interest testing. The total school population is involved in the program.

When the project initially started using community resource people, it was evident that students didn't know how to ask good questions. This realization led the high school project staff to create a special inquiry process designed to assist students in becoming genuine inquirers. Specifically, the inquiry process helped students develop the skills to discover what is worth knowing about a person and his/her work.

Contact person:
Jim Anderson, Guidance Director
Algona High School
Sample and Grove Streets
Algona, Iowa 50511
(515) 295-7207

Apache and Navaho Career Education Project; St. Johns, Arizona

This state sponsored project operates on Apache and Navaho Indian reservations in two Arizona counties. A media center for the primary grades includes hands-on kits in several occupational clusters and audio-visual material on area occupations. The program stresses occupations found on the Indian reservations including handicrafts and local business opportunities. Media center resources are distributed to local teachers by coordinators who travel throughout the districts. Two schools are part of a satellite TV program being recorded as part of media center resources. The permanent staff includes a director, four area coordinators, and four curriculum consultants who travel to schools helping teachers plan and implement activities.

Program Publications

In-service brochure

"Arizona Career Education"

Various units and course outlines

Media catalogs

Contact person:
Earl Patterson
P.O. Box 749
St. Johns, Arizona 85936

Ashland-Greenwood Career Guidance Program; Ashland-Greenwood Saunders County School District Number One; Ashland, Nebraska

The project director (also a vocational counselor) serves as career education consultant for teachers in grades 7 through 12. In this capacity, he helps teachers implement career materials in the classroom and he encourages teachers to make the curriculum increasingly relevant to student needs. A Career Exploration Model develops and, within this framework, the focus in the classroom is on career units, resource people, tours, and career/vocational exposure. For teachers, a key activity is participation in the Impact Group, which serves individual students in an advisory capacity. Goals for the Impact Group are to help students develop self-awareness and to assist students' vocational development through career exposure and assessment of personal talents, abilities, interests, career tendencies, and occupational preferences. Ideally, each student has contact with at least one community member and one other adult member from the Impact Group, in addition to the teacher. A great deal of emphasis is on community involvement and awareness of local opportunities even though these appear limited. An intensive interview is conducted with each sophomore and the vocational counselor follows through with additional interviews during the junior and senior years. The student selects one teacher and one or two persons from the community and this team becomes the Impact Group. This group serves as an advisory group and meets with the student five to ten hours per year. The Impact Group goal is to help identify and develop the student's interests and to explore with him/her the career opportunities available in the community. Thus, each student has an opportunity to relate to at least one teacher that he/she feels comfortable with, and someone that really knows him/her. As the teacher gets to know the student as an individual, both teacher and student can explore the student's career interests. As the student becomes more aware of who he/she is, his/her growth and development prepare him/her to enter the world of work and become a constructive participant in society.

Contact person: Mr. Larry Bartek, Career Guidance Program Director
Ashland-Greenwood High School
1842 Furnas Street
Ashland, Nebraska 68003
(402) 944-3650

Becker-Clay County Special Education Cooperative Program; Audubon, Minnesota

The program involves 126 mentally retarded and handicapped students from eight school districts in rural Minnesota. This center helps them develop an individualized program to provide entry level skills in an area of their interest. Fourteen areas of exploration have been identified, and each student explores as many areas as possible. Academic studies are related to job exploration through skill sheets, and students also have classes in physical education and social relations. Some may be taking classes in the regular or vocational school. Students apply for jobs within the school and are also given on-the-job training. Students achieve entry skills on a par with any other applicant for that job. The teacher-work coordinator evaluates students in on-the-job positions twice weekly and there is a three-year follow-up program. The Director of Special Education works with the Board of Directors (created under a Joint Power agreement, MSA 471.59) consisting of a representative from each school district, the teachers and the students in forming policy. A recently implemented program is the Lifemanship Skills for Special Needs Youth, which provides a community-living setting to help them acquire social living skills necessary for independent living. Another is the Alternative Learning Program (ALP) which addresses the needs of students that are not adequately served within the regular program. The ALP program helps students by modifying curriculum and providing high interest learning situations to facilitate acquisition of vocational skills.

Contact person: Larry Anderson, Director
Career Education Center
Audubon, Minnesota

Beloit Area Project; Beloit, Kansas

The cooperative services of the Beloit Area Vocational-Technical School has helped five area school districts implement career education in their schools. In-service programs and the development and dissemination of curriculum materials has been the main thrust of the project. In-service has been provided by a coordinator on a building-by-building basis dealing with each school's needs and interests. The primary emphasis started in the elementary areas but the secondary subject matter areas have recently been developed. Started in July of 1973, this program serves 2,143 elementary, 368 junior high, and 1,391 high school students in twelve elementary, three junior high, and nine senior high schools.

Contact person: Mrs. Janet Perron
Career Education Coordinator
North Central Kansas AVTS
Box 626
Beloit, Kansas 67420

Bingham County Developmental Career Education-Awareness, Exploration, and Preparation; Bingham County Schools; Blackfoot, Idaho

The project staff serve as facilitators in conducting workshops for teaching career concepts and implementation processes. One staff member operates a Mobile Career Exploration Center; one operates a Mobile Simulated Office. Project personnel also provide summer workshop training in career education for school staff. On the elementary school level, the approach to career education concentrates on the "goods and services" cluster, making use of the family and the community in teaching career awareness. In higher grade levels, emphasis is on decision making, both theoretical and realistic, and on selection of an occupational cluster for in-depth study by investigation, observation and hands-on experience. The goal is for students to obtain proficiency in specific skills needed to enter and succeed in the occupation of their choice. It is expected that by the end of the third year of the program, sixty percent of the students in grades kindergarten through twelve will have had some career awareness, exploration, and preparation activities, and all graduating seniors will be placed in either a job, a post-secondary occupation program, or a baccalaureate program. Special attention is given to handicapped students.

Contact person: Bert W. Nixon, Career Education Director
Route 2, Box 249-A
Blackfoot, Idaho
(208) 684-3388

Career Awareness and Exploration through Individualized Instruction; Cliffside, North Carolina

This rural project has been designated by the State Department of Publication Instruction as a demonstration school to develop an instructional program emphasizing career awareness and exploration with individualized instruction in grades K-8. Varied methods such as task cards, learning centers, role playing, and student activity sheets are an integral part of the K-3 program. Also included in the activities are classroom career days where intermediate level students research, set up and explore, by role playing, business services and organizations that constitute a community. In grades 7 and 8, students focus on job exploration with some hands-on experience through career labs which integrates academic and career education, and through individualized skills kits. Also used are role playing and activity sheets that combine a subject like science with soil testing and seed planting. Other activities feature resource speakers, who are brought in to explain their job requirements, and field trips to explore on-the-site occupations. The total program is carried out by 14 teachers who work in close contact with one career aide. The K-6 program is now a self-supporting program while the 7-8 program is funded as part of the state funded middle grade career exploration program.

Program Publications

Overview of Program: North Carolina Public Schools, Vol. 38, No. 37, Spring 1974

Contact person: Philip White, Principal
Cliffside Elementary School
Cliffside, North Carolina 28024

Career Awareness, Grades K-6; Honey Grove Independent School District; Honey Grove, Texas

This project develops twenty goals directed toward the elementary, middle, and high school years. Three of the elementary goals are: self-awareness, career awareness, and career study. First, the entering student should develop an attitude of self-awareness. Through career education and his/her home and community experiences, the student should become involved in a planned, sequential process of self-awareness, self-assessment, and self-evaluation which will result in self-identity; that is, he/she knows who he/she is, what he/she is like, and therefore, he/she develops a reasonably internalized value system. Secondly, through education, home, and community life, the student should be led to recognize the broad range of careers which are available, and what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. Thirdly, from this broad understanding of careers and career awareness, the student should experience active career exploration and preparation which leads to career identity, or the selection of a role in the world of work.

Using these three broad goals, detailed objectives, in terms of student behaviors, illustrate each of the sample career education lessons. This is developed by teachers in the district. The career education curriculum deals with many aspects of life, and differs from the regular curriculum in that it introduces the awareness of the world of work to students in grades kindergarten through 6. In this district, the career education curriculum precedes vocational education, parallels it, contains it, and is an alternative to vocational education.

Contact person: Mr. Scott Ferguson, Superintendent of Schools
Honey Grove Independent School District
Box 60
Honey Grove, Texas 75446

Career Awareness Project; Owatonna Public Schools; Owatonna, Minnesota

The goal of the project was to integrate career awareness materials into every classroom. All elementary teachers were given in-service training throughout the first year of the project, and career lesson units for elementary use were presented. Process evaluation was used to discover how many career education activities were employed by teachers. In-service training was supplied for junior and senior high school teachers who received graduate credit for their work. The teachers who participated developed career education curricula for eighth and ninth grade social studies and English, and for tenth and twelfth grade English. A community resource center were developed. The Explorer Scouts, in cooperation with the project, established career explorer posts for senior high students.

The project cooperated with the Gamehaven Explorer Scouts to set up career exploring posts in numerous community businesses. Local business leaders provide bi-monthly evening or late afternoon exploratory experiences in given areas. For example, health careers are explored in the medical post run by hospital staff members. Students completed a career interest inventory and attended the meetings on their respective interests. This was an excellent cooperative effort between the Explorer Scouts, local businesses and the school district. In the first year, posts were in medicine, veterinary medicine, art, insurance, engineering, communications, and auto mechanics. About 125 students attended seven career explorer post meetings.

Contact person: Mr. Donald Barber, Career Project Director
Owatonna Public Schools
333 East School Street
Owatonna, Minnesota 55060
(507) 451-4710

Career Decision-Making Program; Appalachia Educational Laboratory; Charleston, West Virginia

This program assists secondary students in learning the two basic elements of decision making: (1) a thorough understanding of the situation and the factors involved, and (2) the ability to grasp current, accurate and readily understandable information and relate these to decision making. The program consists of fifteen sequential Career Guidance Units and a supportive DOT-based Career Information System (CIS). The program aids students in the development of skills that relate to exploration of self and the world of work, and in the decision making process through which this career-related information can be used.

The fifteen units focus on student activities which meet group objectives. The first four units address the concepts of career, self-exploration, occupational exploration, and decision making. The next six units utilize the Career Information System to provide experiences in exploration of occupational groups, the DOT worker trait groups, and occupations in terms of personal characteristics. Units eleven through thirteen assist students in examining major social, environmental, and economic influences on career. In the last two units, students use exploration and decision-making skills to develop or clarify career plans, including tentative occupational choices. The Career Information System is designed to organize available career information resources into a common system.

The program will be available from McKnight Publishing Company on January 1, 1977.

Contact person: Dave Winefordner
Appalachia Educational Library
P.O. Box 1348
Charleston, West Virginia 25325

Career Development in Education; Humboldt Community School District; Humboldt, Iowa

In the development of a goal structure for the Humboldt Community Schools, it was determined that the curriculum available to students should, among other things (1) provide for "career experiences which will give students factual information, skills, appreciation and understanding of the world of work" and (2) "design the educational experiences engaged in by each student in such a manner as to develop in the students feelings of personal worth and pride in accomplishment. With these as stated objectives, it was obvious that the Humboldt District would welcome the opportunity to become involved in a career education project. At all levels, K-12, strong emphasis is placed on developing a positive self-concept in the individual student, a necessary prerequisite to a realistic evaluation of vocational information. The program presents general vocational information, emphasizing the interdependency of people. The primary level is most concerned with awareness of the world of work and development of a positive self-image. The intermediate level concentrates on understanding self and the working world. The junior high level promotes exploration and knowledge of areas which interest the student. For example, at the eighth grade level, all students were exposed to resource people representing the basic fifteen occupational clusters. Each student spent thirty minutes with a community leader who discussed vocational opportunities associated with a general cluster. The project was well received by students and produced significant community involvement in an educational experience. The senior high level provides assistance for vocational and educational planning. Parents are asked to share in student objectives.

Contact person: Mr. R. Wesley Carlson, Superintendent
Humboldt Community School District
900 Sumner Avenue
Humboldt, Iowa 50548
(513) 332-1330

Career Development Model Project; Carroll County School District; Hillsville, Virginia

The goal of this project is to prepare a comprehensive guide for integrating career development concepts into the instructional programs for grades K-12. The original proposal included a scheme for evaluating results and it specified that means for achieving each objective should be worked out at the local level. The focus of the program is to change teachers' attitudes and methods through in-service programs. The project staff works toward several objectives with principals and teachers. One objective is to develop, field test, and implement activities related to self-awareness, value clarification, and orientation to the world of work for grades K-6. Another objective is to explore, in every subject area, for grades 7-9, local employment opportunities, job entry procedures, and the acquisition of decision making skills. Finally, the project staff, principals and teachers work toward skill development, employment, and/or continuing education for grades 10-12. Based on a belief that career development is a lifelong process, the model is designed to develop positive self-concepts, a reservoir of information, and positive attitudes toward work.

Contact person: Ms. Glenda Dalton, Director
Career Development Model Project
Box 456
Carroll County Schools
Hillsville, Virginia 24343
(703) 728-2761

Career Education Approach to Junior High Guidance, A; Lakeland Community School Cooperation; Syracuse, Indiana

Students, in the sixth through eighth grades, met with the junior high school counselor to develop a better understanding of themselves and to examine the opportunities that are available to them in the junior high school, the senior high school, the area vocational school, and their community. The sixth grade students covered the following topics: self awareness, how to study, junior high school orientation and values clarifications. The seventh grade students covered the following topics: self-awareness, awareness of world of work clusters, and job attitudes. The eighth grade students subjects included: individual investigation, high school planning, and high school preparation.

Contact person: John A. Naak
Curriculum Coordinator
Lakeland Community School Corporation
P.O. Box 638
Syracuse, Indiana 46567

Career Education/Environmental Studies Project, Wilmington, Vermont

This rural elementary school with 200 students is modeled after British open classroom primary education. Career education here is combined with an environmental studies project which makes use of the outdoor location of the school and the many community resources available in surrounding small towns in southern Vermont. Contact between the school and community is frequent, maintained through field trips from the school, and resource visitors to it. A resource guide consolidates names, topics, interests and requirements for preparation for visits to or from the people and businesses listed. The program coordinator and two assistants guide teachers to new materials and new ways to use old ones; they also act as substitute teachers with career education specialties. They may provide coordination or leadership for a field trip; or take over a classroom for a special career-related project. They allow regular teachers release time to spend with smaller groups of children, to attend workshops or to visit other innovative schools. Students are encouraged to make records in a variety of media on their projects both as products and as ways to communicate career information to other students. Although the school receives a small amount of federal funds and its emphasis is on low-budget activities.

Program Publication

Case Study of this program developed by Abt Associates, Inc. under contract with the National Institute of Education

Contact person: Casey Murrow, Director
Deerfield Valley Elementary School
Wilmington, Vermont

Career Education Exemplary Project; Devils Lake Public Schools; Devils Lake, North Dakota

The project staff first identified volunteer teachers (after pre-series workshops) who were willing to serve as members of a central group. The teachers involved taught grades 1, 3, 6, 8, 9, and 11. These teachers were given a variety of teaching materials and some time was periodically set aside for planning purposes. Students in both control and experimental groups were given tests both before and after the program began. Growth factors were measured. The teachers who had not originally volunteered to be members of a control group became more involved in the program as the school year progressed because they saw the control group accomplishing a great deal.

One teaching device used by the biology teacher was the amplified telephone. This technique permitted more resource people to be "brought to the students." Not only did the instructor relate the conversation to the discipline, but he set the stage for student participation by asking the interviewee about his/her background, the amount and kind of education needed for his/her job, and the supply and demand for the services he/she provided. Students were encouraged to ask questions of each resource person over the telephone.

Contact person: Mr. John Geston, Local Coordinator
Central High School
Devils Lake, North Dakota 58301

Career Education for Rural Georgia; Crisp County School System; Cordele, Georgia

The goals of this project are to aid students (1) to become aware of self-characteristics related to career development, (2) to develop awareness of the psychological, economical, and sociological aspects of work and of careers, (3) to develop career decision-making knowledge and skills, (4) to develop an understanding of the relationship between academic work and career preparation, and to progress in personal career preparation, and (5) to attain educational and/or occupational placement appropriate to his/her development stages and level of competency. The participating teachers were trained in several ways. Local workshops, college workshops and seminars, visits to other sites, and in-service workshops on the local level were all included in training. Information concerning the project was presented to the public by the local newspaper, civic club programs, and a career education steering committee, composed of a cross section of the community. The career education program is carried out by the classroom teacher (K-12), and the majority of teaching materials are teacher developed. Counselors, administrators, and coordinators are available to help the teachers.

Contact person: Mr. W. Harvey Kitchens, Project Director
Crisp County School System
Box 729
Cordele, Georgia 31015
(912) 273-1611

Career Education for Rural Georgians; Liberty County Schools; Hinesville, Georgia

The career education program in this district is designed to help the student pick his/her life work and begin on a path to it. The project staff works with the independent evaluators and representatives of the State Department of Education to develop project goals. These include increasing students' self-awareness, decision making ability, knowledge of career options, and specific skill training. The major emphasis of the curriculum is on economics. Teachers use career education as a motivator for students by relating subjects they teach to eventual careers. At the elementary level there is an attempt to infuse career education into all subject areas, although thus far, less career education instruction occurs in art, music, physical education, and other special classes than in regular subject areas. At the middle school level, career education is taught as a separate course. In the ninth grade, career education is infused in all subjects for selected students. In grades 10-12, career education is infused in the vocational programs only. In past years, vocational education teachers have brought much job information regarding career ladders, apprenticeship programs, and salary and benefit information into their curriculum. The career education program has continued to build upon this base. In teaching career education, teachers make frequent use of guest lectures, discussions, student projects, hands-on experiences, field trips, and worker interviews.

Contact person: Mr. John Ray Bouchillon, Career Education Project Director
P.O. Box 651
Hinesville, Georgia 31313
(912) 876 3662

Career Education Program for Hazard, Region XII; Kentucky Valley Educational Cooperative Board; Hazard, Kentucky

The goals of this career education project are:

1. To develop in students positive attitudes towards self, others, school, and work.
2. To create an awareness of career possibilities.
3. To prepare youth for a successful, satisfying, and meaningful career that is related to the needs of society.
4. To create more relevance in education by integrating the world of work into the curriculum.
5. To capitalize on and integrate the student's experiences of family, school, and occupational community.

Detailed objectives described in terms of student behaviors are stated in each of the career education units developed by teachers in the area. The career education curriculum deals with work, citizenship, family life, leisure, ethics, morality, and esthetics. The curriculum also relates to vocational education.

Contact person:
Dr. Owen Collins, Project Director
Career Education Program for Hazard
511 Broadway
Hazard, Kentucky
(606) 439-2311

Career Education Project; Bedford County Public Schools; Bedford, Virginia

On the elementary level, the project staff serves as a model for teachers and offers positive guidance activities in grades kindergarten through seven. On the secondary level, there are work experience programs for all students in grade 12. The work experience coordinator meets with seniors to select work experience stations and then monitors their two-week experience. In cooperation with the guidance departments, the work experience coordinator has developed many business, labor, industry, and professional work situations for student use. A special program for underprepared students builds academic skills and improves career awareness.

Contact person: Mr. Jerry Turpin, Supervisor of Career Education
Bedford County Public Schools
Box 332
Bedford, Virginia 24523
(703) 586-1045

Career Education Project; Board of Cooperative Education Services (BOCES); Allegany County; Belmont, New York

The Allegany BOCES decided to implement a locally funded project in career education as a result of the efforts of the local school district superintendent and the support of the BOCES school board. Both the superintendent and the school board felt that students in Allegany County needed assistance in gaining perspectives on career options and in making career choices. A lack of county-wide coordination in implementing programs as well as heavy workloads made guidance counselors unable to meet all student needs. The BOCES school board suggested that the junior high or middle school grades would be an appropriate level to begin a career education program. The program should include all students in the various school districts who wish to participate. An initial project description was written jointly by the career education coordinator and the district superintendent, and submitted to the BOCES school board. Nine objectives were selected. The district superintendent who had considerable experience in implementing new programs took overall charge of the project. A career education program which began slowly and gradually with low initial costs would permit the career education idea to take root and grow. The community needs time to consider the advantages of this new approach to education.

Most eighth grade students did not understand the purpose of programs offered at the district vocational school and few of them knew the vocational options available to them. Eighth grade students in most area schools were given an interest test to assist them in planning their high school programs, but little was being done to explore career options. Most students did not realize how flexible the available programs were. The career education coordinator organized a one-day career awareness program for all eighth grade student in Allegany County. The program consisted of discussions with groups of fifteen students who considered "Work and What It Is All About." Discussion focused on differences between abilities and interests, identification of personal abilities, and value clarification. In addition, they considered entry jobs and their relationship to the development and growth of careers, how schooling can be beneficial for different careers, and the importance of personality and work relationships. Finally, a tour of the Vocational Center was organized so that students could visit an occupational area of their choice and talk with instructors and students.

Contact person: Ms. Pam Serio, Career Education Coordinator
Allegany County BOCES
6 South Street
Belmont, New York 14813
(716) 268-7693

Career Education Project; Canton, New York

This Career Guidance Project is one hundred percent funded by a VEA Grant provided by the U.S. Office of Education through the New York State Education Department, Division of Occupational Education Supervision. February 1975 was the starting point of this project. A Steering Committee formed from the guidance counselors of St. Lawrence-Lewis Counties, selected Daniel H. Sullivan as project director.

The project has involved 1600 individuals with various training programs. A training grant from VEA has been awarded for an Indepth Career Education Workshop to be held in April and May 1976. Each school district is reimbursed for two teachers to attend the all day programs.

Another major function of the Career Guidance Project is the disseminating of information and materials. Fifteen products have been developed and disseminated to participants and 130 books are available as resources.

The 1976-77 initial VEA proposal has been approved. Two proposals for Career Guidance specialized programs are still pending under Title IV-C funds. At this time, the project provides a free service to St. Lawrence-Lewis County Board of Cooperative Educational Services.

Contact person: Career Education Project
BOCES P.O. Box 231
Outer State Street
Canton, New York 13617
(315) 386-4506

Career Education Project; Main School Administrative District Number 20; Fort Fairfield, Maine

Fort Fairfield High School developed a career oriented "freshman rotation" program that allows each entering ninth graders to explore the vocational areas available to him/her, and provides him/her with field trips, speakers, and a hands-on type of experience in each section. Career training outside the high school is included in the student visits, and their knowledge is not limited to the terminal programs. At the end of grade nine a student may decide to select one of the terminal programs in preparation for a career after graduation, or he/she may decide to enter a program preparing him/her for attendance, beginning his/her junior year, at one of the area's regional vocational high schools. Having taken advantage of either of these alternatives, the student may decide to enter one of the state's vocational/technical institutes, go on to college, or enter the world of work.

Contact person: Mr. Ronald J. Willette, Director of Guidance
School Administrative District Number 20
Fort Fairfield High School
Fort Fairfield, Maine 04742
(207) 473-7472

Career Education Project; Napoleon Public School District No. 2; Napoleon, North Dakota

The goals of this project are:

1. To enable students to develop positive attitudes toward work, to develop an appreciation and understanding of all types of work, and to prepare for an occupation.
2. To create in students a self-awareness of their interests, abilities, and aptitudes in order to enable them to set realistic goals necessary for entry and success in a career.

These goals are further defined in several pages of objectives for students at the elementary and secondary levels.

All of the school staff in the district have played some part in developing the career education curriculum. Five committees, including some elementary and some high school teachers, were formed. Each had a specific task. One formulated general and behavioral objectives for the program. Another developed a brief course of study to avoid numerous repetitions of careers in various grades. A third compiled a directory of the career resource people in the community. Another studied materials and made recommendations for each grade level. The fifth committee formulated a self-evaluation that can be used by teachers and students. Every school staff member served on at least one committee, and this involvement has resulted in enthusiasm on the part of the staff for the career education curriculum.

Contact person: Mr. Gilbert Holle, Superintendent
Napoleon Public School District No. 2
Napoleon, North Dakota 58561
(701) 754-2244

Career Opportunities Program; Rocky Boy Reservation; Box Elder, Montana

Community people, mostly native Americans, are learning to be teachers on the job at the Rocky Boy Reservation School. As a part of the national Career Opportunities Program for teacher training, this program hires new student applicants on the basis of interviews with a review board of teachers and other C.O.P. students. Each C.O.P. student in training helps develop an individual plan for learning; this plan may include adult education courses or courses by the extension office of the Northern Montana State College. The project director works directly with college teachers to tailor courses to the classroom experience of each C.O.P. student.

Contact person: Sandra Murie, Director
Rocky Boy School
Rocky Boy, Montana
Box Elder, Montana

Career Seminars, Helping Seventh Grade Students Gain Self-Awareness and Career Awareness; Hunter-Tannersville Central School District; Tannersville, New York

In order to help seventh graders become more aware of themselves and careers, a ten week "Career Seminar" small group experience was offered to all seventh graders in the school. The purpose was (1) to help each student become more aware of himself/herself by looking at his/her individual strengths, values, interests, successes, and goals; and (2) to make the students more aware of the many different kinds of careers which they may pursue. The class of sixty students was divided into four groups (two groups of boys and two groups of girls). This type of grouping helped to stimulate more discussion of self and career possibilities. The seminars included a human potential group process, speakers, career films, some lecture material, and a field trip. Students were to write a three to five page paper on "My Career Choice." At the close of each weekly session, each student was asked to set goals which he/she was to accomplish before the next group meeting.

Contact person: James T. Varelas, Ed.D.
Guidance Counselor
Hunter-Tannersville Central School District
Tannersville, New York

CERT (Career Exploration for Related Training); Eastern Upper Peninsula Intermediate School District; Rudyard, Michigan

This project is designed to involve all eighth grade students in the district in career exploration. It aims to familiarize these students, their teachers, and their parents with the programs available in their individual schools as well as in the Area Vocational Center. The project is working toward establishing a career development program in every school in the district. The project began with a workshop for fifty teachers form these schools. Each teacher designed a 30-hour exploration program for his/her class through meeting resource persons, making "on the job" visitations, reading classroom materials, and visiting the Area Skill Center. During that school year, 1200 eighth graders participated in these programs. During the following summer, each of these students had an opportunity for a two day hands-on experience in each of his/her four major interest areas at the Area Skill Center. This program has been designed for all students in the eighth grade as this is a particularly crucial time in planning for appropriate high school and post-high school study or employment.

Contact person: Mr. Robert W. Wiles, Assistant Superintendent for Career Education
Eastern Upper Peninsula Intermediate School District
Box 278
Rudyard, Michigan 49780
(906) 478-4461

Community College of Vermont; Montpelier, Vermont

This rural community college without a campus has organized community facilities and resource people in several locations to provide educational and occupational courses to students who are isolated from traditional colleges in Vermont. For the first two years of operation teachers were also volunteers, but are now reimbursed for services. Most students are between the ages of 25 and 44; many have low incomes or consider themselves underemployed. The college now offers associate degree and certification programs in educational and human services, business administration, and general studies. Students design competency-based study programs and college staff help arrange community teachers on an individual or group basis. Administrative offices are centered in Montpelier but regional learning offices are placed in towns throughout Vermont. Funding for the program comes from federal, state and local money.

Program Publications

General Information Brochure
CLEP Brochure and Registration Guide
General Studies Program Brochure
Human Services Program Brochure
Administrative Services Brochure
General Studies
Human Services
Administrative Services
Program Guidelines
$2.00 each
Student Handbook
Annual Reports (1972-1974)
Contracting Handbook
$1.50 each

Contact person: Peter Smith, President
Community College of Vermont
Montpelier, Vermont

Clay Center Career Education Project; Clay Center, Kansas

Clay Center school district was the rural component for the "Urban, Rural, Suburban Career Education Project" which began in 1970. A new type of work experience program was developed for rural schools as a result of this effort. A "World of Work" class gave eighth graders an opportunity to explore occupational fields through resource speakers and project activities. The program now serves 805 elementary, 438 junior high and 635 high school students in six elementary, five junior high, and two senior high attendance centers.

Contact person:
Bruce Poage, Career Education Coordinator
Unified School District No. 379
5th and Lincoln
Clay Center, Kansas 67432

Comprehensive Illinois Occupational Education Demonstration Center, Site B; Cumberland School District Number 77; Toledo, Illinois

The goals of the Demonstration Center are to implement those programs developed by the Illinois Division of Technical Education, to provide demonstrations of materials in a school setting, and to identify appropriate and practical sources of action for future implementation of research, developmental, curriculum, special and exploratory activities. In order to achieve these goals, the projects which would fill the needs of the local school district were identified. The staff was then familiarized with the adaptation and use of appropriate materials. The career education endeavor includes both the vocational and academic spheres since curricula have been developed which provide basic preparation for some entry jobs, either a baccalaureate program or additional vocational training. These curricula provide students with an understanding of the relevance of present education to future occupations. The staff will utilize audio-visual and printed materials, field trips, speakers, and hands-on experiences in or out of school. The activities are designed for all students in grades kindergarten-fourteen. A special program is being developed for potential drop-outs, handicapped students, and vocational students. The center will also emphasize new programs on the awareness and exploration level and on management and evaluation of the preparation level program.

Teachers will be aided by the guidance counselors in carrying out career education instruction in the classroom. The guidance counselors will also collect data needed for follow-up of vocational student graduates and will provide students with access to a computerized vocational information system.

One of the projects which will be used by the Demonstration Center had already initiated a community survey for a ten county area. That information, coupled with a more localized survey, can be used to identify those resources accessible to the staff.

Contact person: Ms. Dorothy M. Lawson, Project Director
CIOEDC
Cumberland School District No. 77
R.R. No. 1
Toledo, Illinois 62468
(217) 923-3137

Cooperative Guidance for Career Education; Arab City Schools; Arab, Alabama

A project director and three counselors are responsible for the integration of career education into three school districts in this rural Alabama region. The program builds the student's awareness of himself and of the world of work through scheduled experiences in grades one through eight. Activities progressively reinforce the student's knowledge and understanding of workers and emphasize that realistic career choice enhances a student's opportunity for a satisfying life. Sequenced detailed instructional units are accompanied by student tests, work sheets, evaluation forms, lists of audio-visual materials needed, other references and a list of area people willing to serve as resource people. In the first six grades the units include activities which foster positive attitudes toward all workers in the student's immediate environment. The units for grades seven, eight, and nine are concerned with exploration of the fifteen career clusters as listed by the United States Office of Education. Activities in each unit emphasize group discussion and individual research. These learning experiences include field trips, personal interviews, panel discussion, exercises in decision-making and development of individual and group presentations and completion of workbooks. Although the program focuses on grades 1-8, it also serves area high schools in an advisory capacity.

Program Publication

Evaluation Report available from Alabama State Department of Education, Montgomery, Alabama

Contact person: Marine P. Bailey, Director
Arab City Schools
P.O. Drawer O
Arab, Alabama 35016

Craig Alaska City Public Schools; Individualized Competency Based Program; Craig, Alaska

The Craig School System, located on an isolated island, is one of ten rural experimental schools being studied by the National Institute of Education (NIE) and is also a pilot school for the state of Alaska's study of alternative graduation requirements. Its highly individualized career education program is made possible through close student and teacher contact. On the elementary and middle school levels, students are exposed to resource speakers and learn about every career area in the community before reaching high school. The primary emphasis, however, is not on occupations but on exploration of interests and needs, and wise decision-making. On the high school level, each student proposes a career area for study and an individual program is set up according to the student's own needs and goals. By senior year the student must have a career commitment and must demonstrate proficiency in that area before graduation. The project, with a fifty percent Indian population and fifty percent Caucasian, tries to compensate for its isolation through an extensive cross-cultural and travel program. A special career counselor establishes community contacts and every student chooses a "significant person" who also acts as informal counselor. The school district's primary funding sources are ESEA Title III, State of Alaska, NIE and Indian Education Funds among others.

Contact person: Stanely L. Bippus, Superintendent of Schools
Craig Alaska City Public Schools
Craig, Alaska

D'Iberville Junior-Senior High School Career Education Project; Harrison County Schools; Jackson, Mississippi

This project is a research effort to develop a needs assessment model for career education. A school needs to understand where it is and where it has been before decisions can be made about where its programs are going. The needs assessment model was designed to get opinions from students, former graduates, parents, and faculty members about the existing curriculum and about changes they would like to see in it. In addition, local businessmen were contacted: first, to ask if they would participate in a career education program; second, to find out what they think their employees' deficiencies are; and third, to ask what they think schools should do to prepares students for work. In another phase of the project, students in grades 10-12 were tested (using ASVAB) for vocational aptitude. The entire needs-assessment model was designed so that it could be used by a local school faculty and would require the smallest possible amount of funding. Commitment of career education was the major outgrowth of this project. Interest was generated and maintained because regular school staff was used exclusively in designing, testing, and interpreting data gathered through the project.

Contact person: Ms. Carole M. Johnson, Project Director
State Department of Education
Division of Vocational/Technical Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 354-6819

ESEA III Elementary Preventive Guidance; Pocahontas County Schools; Marlinton, West Virginia

The main goal of this program was to initiate preventive measures designed to alleviate the school dropout rate in Pocahontas County, West Virginia. The four major objectives of the program were:

1. Identification of potential dropouts in third, fourth, and fifth grade children through their Educational Development Series test scores, grade point averages, daily attendance record, and teacher referral.
2. Implementation of dropout prevention program of activities which included paraprofessional and community agency support systems.
3. Observation of significant positive changes in the academic achievement of the target population as measured by grade point averages.
4. Reduction of absentee rates of the target population as measured by their daily attendance record.

To achieve the objectives, a program of intervention activities was designed. The activities included individual counseling sessions, home visitations, teachers' consultations, peer tutoring, and a Big Brother-Sister Program.

The project was successful, and staff have been identified as the crucial factors for success of the program. Staff need to be able to effectively relate and communicate with the target group. Also, the cooperation of administrative staff is needed.

Contact person: Roger Trusler
Director of Guidance
Pocahontas County Schools
926 Fifth Avenue
Marlinton, West Virginia 24954
(304) 799-4505

Hot Springs Public Schools Program, Hot Springs, South Dakota

The Hot Springs program was designed to make education more relevant to the student body in a small rural community and stresses hands-on activity. At the elementary level, for example, students take a mini-course in pottery making and later sell their products to learn how a business is run. In high school there is a pilot work experience program utilizing community facilities as training stations. Field trips play an important part in the program and community facilities such as gas stations, law offices, beauty shops, electronic and medical laboratories are utilized. Summer workshops are conducted for the sixty staff members who include two counselors and the district teachers.

Contact person: Bill Kuhl, Director
Hot Springs Public Schools
Hot Springs, South Dakota 57447

Lenawee Vocational-Technical Center Exemplary Placement Project; Lenawee Intermediate School District; Adrian, Michigan

The Lenawee Vocational-Technical Center Placement Project operates a county-wide placement service which coordinates all work-related programs for all the Lenawee County high schools. All placements, whether they be full-time, cooperative, or temporary, as with Lenawee's one-to-three week class extension program, are coordinated by the placement office. In addition, a staff member, called the job preparation coordinator, works with all students in each of the center's programs every month, teaching the techniques and mechanics of getting a job and adjusting to the work environment. The program is implemented in a number of ways. The various occupational programs are interpreted to employers and the general public, jobs are solicited, student-recruiter intereviews are scheduled, student applicants are registered, students are interviewed and referred, and vocational counseling is offered to applicants. Clients are assisted in relating their personal qualities, education and experience to occupational requirements; they are assisted in their search for employment; and the placement office attempts to cooperate with employers in the successful induction of the student into part-time and career positions. Placement personnel also assist employers by screening and referring qualified applicants for jobs and act as liaison agents in acquainting the center's personnel with the needs of business and industry. Constant attempts are made to evaluate the success of the occupational programs in meeting community needs. Reports and studies of former students are made, including a yearly evaluation and follow-up. In the 1973-74 school year, a three and five year follow-up study was made. The overall evaluation of the program concerns the number of center graduates who are employed in work they prefer and have been trained to perform. Graduates are checked who are occupied in other careers they have chosen and are not available for placement services.

The total staff involvement in the placement operation is a unique feature of the Lenawee Placement project. Every instructor has a direct involvement, usually through cooperative education and the on-the-job training program. These involvements often lead directly to the full-time employment of graduates. In 1974, the center graduated approximately 600 students and had 350 in cooperative education. Seventy-five percent of the students had on-the-job training, some of which led to cooperative education and full-time placement. The philosophy of the placement project supports the idea that when instructors are directly and purposefully involved with employers, the student benefits through relevant curriculum and precise placement. In every state, great efforts are made to match the person, his interests, abilities, and goals to the job and to the needs of the employer. Also, with the instructor in the field, immediate action can be taken on the student who is having difficulty on the job.

He/She can be counseled on the job or brought back to the center for additional training. Graduate placement has been in excess of 99 percent in each of the years of the project's operation. In the opinion of the placement director, the degree of success attained by the project is due to total staff interest and involvement.

Contact person: Ms. Paula Shirk, Placement Director
Lenawee Vocational-Technical Center
2345 N. Adrian Highway
Adrian, Michigan 49221
(313) 263-2108

Lincoln County Schools Career Education Program; Hamlin, West Virginia

Serving a largely rural population, this comprehensive K-12 project operates within a rural school district encompassing 26 schools and a vocational center. Under the direction of a vocational director, the vocational and career education programs are closely integrated and both stress hands-on activities at all levels. At the elementary level hands-on activity is encouraged through simulation kits, field trips, and trips to the vocational center. The high school levels features co-op and work study programs as well as in-school vocational studies. A special characteristic of the program is the availability of all vocational facilities to all students including dropouts. Additionally, the high school counseling and placement service and the vocational center assist students in finding jobs by gathering information from local employment services. Students, however, are also encouraged to seek out their own employment opportunities. Staff include three coordinators and four paraprofessionals who work with school guidance counselors. As a part of in-service training, teachers also receive hands-on experiences at the vocational center. Originally federally funded, the Lincoln Project is currently financed from county funds and has been replicated in New Mexico and in Texas.

Program Publications

Curriculum Guides Level 1-10
Occupational Awareness Test Level 1-6
Resource Bibliography in Career Education

Contact person: Mr. Elknis, Director
Lincoln County Schools
Box 437
Hamlin, West Virginia 25523

Magnolia Public Schools Project; Magnolia, Arkansas

Operating in a small, rural school district with a high rate of poverty, this program placed 97 percent of its graduates in work or further school last year. Students study four occupational units and one attitude unit a year during early elementary school, expanding to fifteen Office of Education occupational clusters in grades 5-8. Specific career education courses combined with vocational experiences are introduced in grades 8 and 9, and work exploration and simulated experiences in trade and industry and in food services take place in high school. About 5 percent of high school students participate in the General Cooperative Education program receiving credit for one-half day of classes and 15 hours of work. Started under federal funding, the original staff have been absorbed into the school system and funding is now local. The program has the advantage of informal but extensive community linkages.

Program Publications

Career Awareness Units, grades 1-5 (including 25 occupational and 5 attitude units), $12.00

Contact person: Ms. Pensy Puckett, Director
Magnolia Public Schools
P.O. Box 649
Magnolia, Arkansas 71753

Methods and Resource Assessment and Specialized Staff Development Program for Career Guidance, Counseling, Placement, Follow-up and Follow-through Program; Montevideo High School; Penn Laird, Virginia

The objective of this program is to provide a career development plan that will increase the career awareness of students, and involve the teachers to a greater extent; also to increase the knowledge of career possibilities within subject areas by greater use of resource people and specific activities. Activities such as the following are a part of the program. Each month a career cluster is designated as the "Cluster of the Month," and departments takes turns correlating activities around that cluster. Freshman take the differential aptitude test battery and the career planner as part of the standardized testing program. Juniors take the armed services vocational test battery to be used for career planning. There are two career days with representation from each cluster. Career cluster courses are set up as electives for ninth graders. Also, many community, business, and college resources are used throughout the school year.

Contact person: John A. Kent, Principal
Montevideo High School
Penn Laird, Virginia 22846

Mobile Career Development Center; Eastern Upper Peninsula Intermediate School District; Rudyard, Michigan

This district has acquired a mobile unit equipped as a guidance office to implement career development in schools within the district. Counselors assigned to the unit collect, organize, and disseminate career information to high school students, teachers, and other counselors. This process, in conjunction with formal counseling, provides an effective, balanced program of career guidance. The counselors work through classroom teachers at the elementary level to stress self-awareness and to introduce the students to the world of work. They also assist junior high school students in career exploratory activities in conjunction with the Career Exploration for Related Training program and serve as a resource center for teachers. At the senior high school level, counselors aid students in focusing their interests and aptitudes on specific careers and further advising them on the steps necessary to achieve their career goals. In addition, the unit provides individual and group counseling, interest and aptitude testing, job site visitations, weekly radio programs on career opportunities in the area, procurement of resource people, and lesson plans on job interviews, job applications, and resumes. It also provides meetings on apprenticeship programs and assistance to school teachers and administrators in the development of their career education program.

Contact person: Mr. Robert W. Wiles, Assistant Superintendent for Career Education
Eastern Upper Peninsula Intermediate School District
Box 278
Rudyard, Michigan 49780
(906) 478-4461

Moran-Humboldt-Iola Project; Moran, Kansas

Funded as a Title III ESEA Project, this project combines the efforts of three school districts to implement career education in rural high schools. Three different mobile units are rotated on a regular semester or nine week period basis among Moran, Humboldt, and Iola High Schools. The industrial program units are Industrial Technology, Business Occupations, and Service Occupations. As a result of this project many other levels and areas of education are beginning to infuse career education concepts into their areas. Started in July of 1972, this program serves 900 high school students in three separate high schools.

Contact person: H. L. Norris, Director of Career Education
Unified School District No. 256
Moran, Kansas 66755

Northeastern Colorado Board of Cooperative Education Services Regional Program; Haxtun, Colorado

The Board of Cooperative Education Services provides several educational programs for fourteen rural school districts in Colorado and strong in-service training for teachers. The Board uses commercial resources such as the DUSO kit and Florida Valuing material, and also produces a booklet describing individual teachers' efforts in career education. Programs include the job van which visits each junior high with audio-visual information on careers and job preparation; special career education academic courses for junior high; mini-courses taken in school or on site; interviews and films on occupations made by junior high students in English class, 10th grade exploratory field trips; 11th and 12th grade on-the-job training for credit and pay. The regional coordinator and school coordinator work with teachers to gather and disseminate information. Although funded by a $32,000 Vocational Education Grant, local funds provide $228,500, most of the operating budget.

Program Publications

Career Education in Northeast Colorado: A Summary of Methods and Material Career Education Division, $3.00

Contact person: Al Renzelman
Northeastern Colorado Board of Cooperative Education Services
Haxtun, Colorado 80731

PATCHWORK Project (Potential Activated Through Career Horizons Work); Central Kansas Area Vocational Technical School; Newton, Kansas

The program is addressing needs of students (K-12) in career decision making and goal setting. Students express positive concepts regarding self, their ideas, their activities, and the product they create as a result of experiencing career activities in awareness exploration, and action phases of development. In order to better serve students, project participants conducting the career guidance activities learn human potential concepts through the basic leadership training seminar. Participants then atted curriculum developments workshops in which they combine human and career development concepts, set grade level objectives, and design a three week comprehensive sequential program (K-12). Parents study the program through career orientation nights held in each unified school district. The student program follows with a week of activities, one hour per day, in each of the development phases. Post-Parent nights to review the program data and a second curriculum workshop follow for the revision of materials.

Evaluation of the behavioral changes during the program period includes taking a frequency count of daily positive expressions reflected by students, keeping a frequency count of their own recording those positive expressions, and recording by school teachers those classroom statements which enhance or retard potential realization, and listing pre-post data from ACD test for students (7-12 only).

Contact person: Mary Kosier, Career Development
Project Supervisor
Central Kansas AVTS
Box 545
Newton, Kansas 67114

Penasco Career Education Process; Penasco Independent School District No. 4; Penasco, New Mexico

This project's target is the entire school system, using a gradual and sustained articulation from K-12 combined with catch-up work study, careers exposure, and job survival training for the high school. The ultimate goal is to achieve a realistic, self-determined, decision making ability in every student. This requires honest self-awareness combined with occupational life style awareness using the tools of economic and job survival. The strategy is to present career education to all teachers as a concerned attitude of relevant teaching of their individual subjects which prepares students for the world of work. This includes educational awareness in the schools. Educational awareness is the teacher's perception of and respect for himself/herself as an individual, which then extends to his/her respect for each student as an individual. The initial step is workshop sensitization of the teacher to the need for career education, and then to broaden the teacher's perception to include the four career life roles of occupation, family, leisure, and community. Vocational education is seen as one specialized aspect of the career education process. Counselor and career education staff serve as facilitators for teachers and give guidance to students, but they do not replace the teacher as the primary career educator.

Career education requires the perception of each student as a unique individual. The average quiet student is almost nameless as the average teacher allows his/her attention to be taken up by the class leaders and the troublemakers. Conversely, the average teacher is more interested in his/her assigned subject matter than career education. When he/she does become sensitized to the need for career education, he/she often wonders where to find the resources to develop career education relevance for his/her subject matter. The key is to convince the teacher of his/her resource value as an individual; to assure him/her that instead of being a cog in the gears of school administration his/her primary career education asset is his/her own individuality. He/She can call upon his/her own part-time student jobs, summer jobs, personally known work of parents, spouses, and friends, and the required interaction of teaching itself for the relevance of career awareness. When the individuality of the teacher is reinforced, his/her personal experience gains instructional value. These experiences carry tacit credibility to the students when they are the teacher's own experiences and values. The result is that teachers give more of themselves as their self-worth is reinforced. From there it is a natural step to perceive and respect the individuality of each student. This also provides a more positive attitude toward career education from teachers who have become wary of further innovations in education.

Contact person: Mr. Paul Shelford, Jr., Project Coordinator
PENCEP
Penasco Independent Schools
P.O. Box 318
Penasco, New Mexico 87553
(505) 587-2283

Polaris Project; Potlatch School District; Potlatch, Idaho

The purpose of this project was to assist students in becoming better prepared for the world of work. During the first year of the project, the director visited the home of each senior and conducted a needs assessment and explained the program. From these visits came ideas for many of the program activities. The juniors spent one class period per day for one semester participating in self-awareness activities. The seniors spent two class periods daily for the entire year covering the complete spectrum: self-awareness, environment awareness, career exploration, decision making, job success skills, communication skills, and goal setting. The methods used include activity sheets, group discussion field trips, writing for information, businessmen coming to class, work experience, and other hands-on experiences. Fifty percent of the materials were developed by a project staff. The hub of the program was the guidance the students received. Besides the help during class time, students were scheduled for regular interviews and evaluations. Booklets cover job success skills and communication skills.

One goal was to get students involved in corresponding with business and schools. In this way, they would improve their communication skills and acquire updated information about specific careers. Phone books were acquired from all over the United States. Students would look up companies in the yellow pages and send letters to them requesting general or specific information. The students participated actively in this, and mail call became an important part of each day.

Contact person: Mr. Gerald Stutz, Project Director
Potlatch High School
District No. 285
Potlatch, Idaho 83855

Project AWAKE (A Work Awareness-Kindergarten Through Elementary); Northwest Tri-County Intermediate Unit No. 5; Meadville, Pennsylvania

This project, which serves seventeen school districts, is designed to integrate career and self-awareness with basic academic materials for students in grades K-6. It attempts to expose each student to a full range of career clusters within the context of his/her maturity level by individualizing learning programs to meet each student's interests and concerns. The project attempts to accomplish these goals through the use of existing computer facilities for storage and retrieval of teacher-developed career education curriculum units. Students are made aware of the full range of career options through large and small group activities, many hands-on experiences, and independent study. Through the use of a computer retrieval system, they are given the opportunity to select activities which relate to their own interests, aptitudes, capabilities, and needs. This gives them the opportunity to practice setting goals for themselves and making decisions as they learn to relate to the world of work.

Contact person:
Mr. David G. Minnis, Director
Project AWAKE
Federal Educational Projects Center
Meadville, Pennsylvania 16335
(814) 724-4760

Puedo Program; Portales Public Schools; Portales, New Mexico

Before the beginning of school in 1972, twenty-one elementary school teachers volunteered to attend a two-week workshop prior to the implementation of career education in grades kindergarten-six. By example and by participation, these teachers learned procedures of infusing career education into the curriculum. The primary goal was to instill an awareness of the world of work in the students through class projects, skits, and dramatizations, tours to local businesses, and resource speakers, including parents when possible. In 1973-74, by direction of the New Mexico Department of Education, Vocational Technology Division, the project was redirected to the upper elementary grades and junior high school (grades four-eight) in an experimental-control situation.

Contact person: Mr. Lloyd L. Call, Career Education Project Coordinator
Portales Public Schools
P.O. Box 779
Portales, New Mexico 88130
(505) 356-6641

Rural Districts' Career Concept Focus Plan; Candar, Odessa-Montaur, Spencer-Van Etten, and Tioga School Districts; Spencer, New York

After the development of a model delineating the three thrusts of career education (work, occupation, career), project staff turned its attention to in-service and curriculum development. The goal is to infuse career education concepts into the current curriculum. Curriculum is developed by teachers and not the project staff. The project staff assists teachers by providing suggestions, information, and financial support in the development of curriculum. In-service education is offered to local teachers for graduate level credit on a tuition refund basis at SUNY Binghamton. This project is a cooperative effort among four central school districts. Each school district appoints three members to an Executive Committee. In addition, two full-time staff members, responsible to the Executive Committee, carry out the implementation of the project.

Individual teachers were either personally recruited or responded to requests by proposals for summer projects. In a sense, these amounted to mini-grants to teachers for the development and planning of audiovisual aids, field trips, resource person interviews, ten-week units, elective courses and curriculum development guides. Twenty four individual proposals were funded. The proposal method has allowed for individual enthusiasm and creativity. All developed materials are shared with other districts. Some of the projects developed are: (1) Success and Failure; (2) Using Interests and Interest Inventories to Teach Resource Skills; (3) Workers Who Give Us Recreation; and (4) Workers Where We Live.

Contact person: Mr. Donald S. Tackley, Project Coordinator
Dartt Crossroad and Route 34
Spencer-Van Etten Central School
Spencer, New York 14883
(607) 589-4451

Rural Futures Development (RFD); Northwest Regional Educational Laboratory; Portland, Oregon

RFD is a process that brings rural people together to meet the educational challenges of a rapidly changing society. The process is started with the help of two "process facilitators," hired or selected in the local region and skilled at helping groups work effectively. With their assistance, the school board selects a school-community group, whose members represent all facets of opinion in the school and community. The school-community group focuses on the community's educational needs; searches for ways to meet those needs; selects alternatives that fit local conditions and resources; presents a plan of action for school board approval and carries out the plan; assesses its results; and begins a new cycle of activities. Throughout the entire RFD experience, regional and state education agencies provide support services and plan for region-wide and state-wide RFD expansion.

Contact person: Rowan C. Stutz, Director
Rural Education Program
Northwest Regional Educational Laboratory
710 SW Second Ave.
Portland, Oregon 97204

Santa Cruz Career Education Project (SCCEP); Nogales, Arizona

The main purpose of this project is to faciliate career education in the classroom. Project goals deal primarily with training and orienting teachers to the world of work and to career education in general. The strategy is to instill in teachers a positive attitude toward career education and to provide them with all the resources they need to educate their students for post-school careers, whether these are in the world of work or in continued education. Target grade levels are K-12 and include all regular and special programs, including special education K-12, English and a Second Language and Bilingual Education. Currently being developed is a career education program for the gifted child. The emphasis for the project staff is to assist the classroom teacher by supplying materials, media, supplies, field trip coordination, classroom speakers, a resource center, other suggestions, and special workshops.

Contact person:
Dr. Jerry R. Booth, Director
Santa Cruz Career Education Project
402 Martinez
Nogales, Arizona 85621
(602) 287-5644

School Development Program; Wise County Public Schools; Big Stone Gap, Virginia

The project is a cooperative program between a local school-community council, a local public school district as fiscal agent, and a state university college of education as contractee with the council to provide technical assistance. The project serves three elementary schools in Appalachian (Southwestern) Virginia. The project staff teaches classroom teachers, administrators, counselors, librarians, aides, special educators, and all other instructional specialists through seminars, workshops, and conferences in career education curriculum innovations. The methods include hands-on experiences, field trips, and use of community resources.

Contact person: Dr. Ray Laner, Director
School Development Program
School of Education
Virginia Polytechnic Institute and State University
P.O. Box GG
Big Stone Gap, Virginia 24219
(703) 523-3267

School to Employment Process Program (STEP); Central Kansas Area Vocational Technical School; Newton, Kansas

This program is designed to help counselors familiarize themselves with what employers expect from prospective employees, to keep up-to-date on the widening career fields open to students, and to, very basically, deal with self-development and help students enter the work force prepared personally and academically. STEP has endeavored to eliminate the standard one-way learning approach and has placed emphasis on small group interaction. Developing linkage is an integral part of the STEP process. Activities between counselors and employers include: an early exploration interview, a later linkup interview to standardize format and expand discussion, and a group meeting for further school/industry experiences.

Contact person: Mary Kosier, Career Development Project Supervisor
Central Kansas AVTS
Box 545
Newton, Kansas 67114

Southeast Kansas Regional Career Education Project; Erie, Kansas

A career education personnel development project has been initiated in a nine county area with twenty-eight school districts, six community colleges, and one area vocational technical school in order to develop a model for such services. Selected as a national project under the auspices of the U.S. Office of Education, this program was developed to assess the needs for professional improvement for all teaching levels of the various schools in the region. A plan for in-service is being developed to provide those kinds of career education methods and materials assistance needed by individuals and agencies in the region. Started in August of 1974, this program services all the schools in the region and over 400 teachers have participated in in-service classes provided in conjunction with Kansas State College of Pittsburgh. Experienced career education practitioners conduct these classes.

Contact person: S. E. Kansas Regional Office for Career and Vocational
Education Services
Box 37
Erie, Kansas 66733

Spartenburg Career Education Project; Spartenburg School District No. 5; Duncan, South Carolina

Despite the distance between the six towns in this rural school district, teachers and counselors are sharing activities and compiling resources which help them implement career education into curriculum for K-12 students. Activity sheets developed by students and teachers, specify and guide projects in career education that may take from ten minutes to four weeks to complete. These sheets are regularly reviewed by teachers and central project staff; at year's end a new resource guide for all teachers is available. For junior and senior high students, mini-courses offer work experiences in the mill and textile industries in their district and a variety of other occupations in two neighboring cities. Each of the 225 teachers involved in the program meets individually with the two project staff during the year. Training workshops include sessions for school principals.

Contact person: George O. Coan, Director
Spartenburg School District No. 5
Duncan, South Carolina

Tennessee Exemplary Project in Career Education; Greenville, Tennessee

An important feature of this rural K-12 program is its implementation committee composed of students, parents, school principals, and the career education team. The committee coordinates the incorporation of career development into the academic subjects with a goal toward developing appropriate attitudes about the personal and social aspects of work. Job exploration and on-the-job experiences are also emphasized. At the elementary level, field trips and hands-on activities are stressed, while junior high school students use career information centers and call upon visiting resource people. High school students typically work in training centers two hours per day for five week periods. Both junior and senior high students have access to counseling and placement services which are considered extremely important. One fourth of the operating budget has been allocated for these services aimed at a 100 percent placement rate. Approximately one quarter of this rural school population is low income.

Contact person: Mr. Gary Hobby, Director
P.O. Box 30
Floral Street
Greenville, Tennessee

Tri-District Special Services Project; St. Anthony, Idaho

A mobile resource unit visits junior high students in three rural school districts to give information on many occupations with which the student may not be acquainted; also to help students gain self-awareness and to use their knowledge of self and work in making realistic career decisions. Parents participate in assessing their child's interests and problems, and work closely with school counselors. In addition to the classroom teachers and on-site counselors involved, there is a project staff of director, a special career counselor and an information instructor. Eventually students of all grade levels should be involved in this program. The Idaho project is in its second year of a three-year Title III funding.

Program Publications

"Careers in Motion" Instructors guide and student workbook, $2.00

Contact person: Dr. Robert Charlton, Director of Career Education
Tri-District Special Services
48 East 1st North
St. Anthony, Idaho 83445

USA-VE Project; Hill City, Kansas

Started as a cooperative effort to improve vocational programming in small rural schools in northwest Kansas, this project quickly expanded into a consortium of eighteen school districts. They banded together to pool resources for the dissemination of career education materials and techniques. This project has received national attention through the auspices of the U.S. Office of Education by being listed as one of the outstanding small school career education programs. Currently, the total cost of operation of two mobile vans is being born by sixteen school districts at a normal per student rate. Started in February of 1972, 5,300 elementary, 900 junior high, and 3,500 senior high students are being served in 30 elementary, 15 junior high, and 18 senior high school facilities.

Contact person: Bernard Allen, Superintendent
Unified School District No. 281
USA-VE Project
Hill City, Kansas 67642

Whitewater Project; Whitewater Kansas

Five school districts in central Kansas are participating in this project. Teachers from nine junior high schools in these districts have developed materials for use in social science, science, math, English, and art classes. These conceptualized curriculum materials for career education are being tested under controlled test procedures. Fifteen concepts related to career education were used as a basis for this project. Started in June of 1974 this program serves 1,200 junior high school students in nine attendance centers.

Contact person: Gordon Schultz, Principal
Whitewater Elementary School
Whitewater, Kansas 67154

Wilmington Vocational Exemplary Project; Windham Southwest Supervisory Union School District; Wilmington, Vermont

The major focus of the project was the theme, "Careers in Context," and was an effort to expose elementary level children to many aspects of work: the job itself, the environment the job required or created, and the lifestyle it offered the worker. A major element of success in the multifacted approach was the involvement of career education in many subject areas of the curriculum. Another area of interest was the degree to which the children's learning had been extended beyond the confines of the school. For example, a fourth grade teacher and his class organized The Pencil House, an outlet in the front hall of the school, selling a variety of useful items to children. The class created the organizational structure of the store, did their own ordering and kept financial records. At regular intervals, they switched roles in the store. Problems of credit and good relations with customers were dealt with in realistic terms. The experience with The Pencil House led the students in the class into impressive discussions with local merchants where there was much more give-and-take between children and adults than what we often observe when someone comes to talk about his/her work in school. The store required a checking account in order to acquire supplies and this was set up by the children using a local bank. The account and their experiences with it made the children wise visitors to the bank when they had a chance to tour it.

Contact person: Mr. Casey Murrow, Career Education Project Director
c/o Deerfield Valley Elementary School
Wilmington, Vermont 05363
(802) 464-5177

APPENDICES

APPENDIX A

Publishers Reference

Abt Publications
55 Wheeler Street
Cambridge, MA 02138
b46, c51, 352, n19

Addison-Wesley Pub. Co., Inc.
15362 Nantes Circle
Irvine, CA 92644
c56

Agency for Instructional Television
Box A
Bloomington, IN 74701
a3

Akron-Summit County Public Schools
Placement Department
482 Grant Street
Akron, OH 44311
m5

Allegany County Schools
Belmont, NY
a43, b32

American Association of School Admin.
1801 North Moore Street
Arlington, VA 22209
d57

American Federation of Teachers
1012 14th Street, N.W.
Washington, D.C. 20005
p20

American Guidance Service, Inc.
Publishers' Building
Circle Pines, MN 55014
a12, a24

American Institutes for Research
Box 1113
Palo Alto, CA 94302
d44, d45, d56, e2, f4, g3, n8, n9

American Personnel & Guidance Assn.
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
c80, d55, d61, d63, d71, e4, j1, j2, j3, j4,
p5, p21, r4

American Technical Society
848 E. 58th Street
Chicago, IL 60637
b14

American Vocational Association
1510 H. Street, N.W.
Washington, D.C. 20005
d80

Appalachia Educational Laboratory, Inc.
Box 1348
Charleston, WV 25325
b11, c47

Approach 13-30 Corporation
1005 Maryville Pike, S.W.
Knoxville, TN 37920
b29

Argus Communications
7440 Natchex
Niles, IL 60608
a22, a26, a31, a34, a36, a39, a41, a42, a44,
a46, a47, a48, b2, b12, b19, b23, c49

Arkansas Department of Education
Div. of Vocational, Technical & Adult Education
Little Rock, AR
i22

Atheneum Press
122 E. 42nd Street
New York, NY 10017
p3

Bantam Books, Inc.
666 Fifth Avenue
New York, NY 10019
p10

Bellman Publishing Co.
Post Office Box 172
Cambridge, MA
i55

Benefic Press
10300 W. Roosevelt Road
Weschester, IL 60153
a6, c13, c23, c28, c66, c71

BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404
c32, c36, c37

Bobbs-Merrill Company, Inc.
Education Division
4300 West 62nd Street
Indianapolis, IN 46206
a34, c88

Boothbay Region High School
Wiscasset Road
Boothbay Harbor, ME 04538
b49

Bowmar
P. O. Box 3623
Glendale, CA 91201
b65

Bruce Publishers
8701 Wilshire Boulevard
Beverly Hills, CA 90211
b56, b58, b66

Business & Professional Women's Foundation
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036
o2

California Personnel & Guidance Assn.
654 E. Commonwealth Avenue
Fullerton, CA 92631
g1

California State Dept. of Education
721 Capitol Mall
Sacramento, CA 95814
d47

California State College
Staff Development Human Relations Training
5151 State College Drive
Los Angeles, CA 90032
d43

Career Guidance Media
P. O. Box 3422
Alexandria, VA 22302
c44

Careers, Inc.
P. O. Box 135
Largo, FL 33540
c4, c6, c15

Carroll County High School
P. O. Box 8
Hillsville, VA
b48

Center for Occupational Education
North Carolina State University
Raleigh, North Carolina
m7

Center for Vocational Education, The
1960 Kenny Road
Columbus, Ohio 43210
b41, b69, d1, d9, d22, d28, d50, d58, d59, d62, d72, d73, d81, i9, i32, i36, i37, i42, i44, i45, i53, k1, k6, n2, n5, n14, n20, n21, n22, n23, o1, o5, o11, o12, o14, o15, p23

CFKR Career Materials
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e32

Chamber of Commerce of the United States
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o4

Chronicle Guidance Publications
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c9, c35, c54, c58, c61, c63, e5, e40

College Entrance Examination Board
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b34, b42, b43, p4

Columbia-Montour Area Voc-Tech Sch.
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Bloomsburg, PA 17815
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Connecticut Public Interest Research Group
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Consulting Psychologists Press, Inc.
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David C. Cook Publishing Co.
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c33, c38, p1

Cornell Institute for Research & Development
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CFI Career Futures, Inc.
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c40

Curriculum Innovations, Inc.
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D & E Publishing Co.
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Delmar Publishers
Albany, NY 12205
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Department of Defense
High School News Service
Building 1B
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Des Moines Independent Community
School District
1800 Grand Avenue
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i47, m14

Doubleday Multimedia
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a29, a33, b9, p14

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ECCA Publications
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c101

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e29, e43

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a45, c27, c45

Educational Progress
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Tulsa, OK 74145
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Educational Properties, Inc.
P. O. Box DX
Irwine, CA 92604
c74

Educational Testing Service
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e11, e16, e31

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p24

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f3

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New Mexico State University
Las Cruces, NM 88003
d2, d15, d53, d65, d66, d67, d68,
d74, d75, d76, d77, d78, o8, o13

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e6

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General Electric Company
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General Learning Corporation
Career Programs
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i20

Georgia Southern College
Statesboro, GA 30485
i28

Guidance Associates
757 Third Avenue
New York, NY 10017
a2, a13, a14, a15, a25, a27, a30, a49, b4,
b16, b17, b35, b64, b73, b75, c7, c8, c14,
c43, c48, c82, c86, c87, c94, c105, i3, n11,
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Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington, DE 19806
e23

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Hampden, Maine 04444
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c18, c89, e12, e13, e18, e21, e36

Harper & Row Publishers
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p25

Hawaii Department of Education
Office of Instructional Services
P. O. Box 2360
Honolulu, HI 96804
i34

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Hallowell, Maine 04347
d29

Hoffman Educational Systems
4423 Arden Drive
El Monte, CA 91734
c92

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Hopewell, NJ 08525

777 California Ave.
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a10, b8, c16, c24, c78, d52, d70
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Human Resource Development Press
Box 222
Amherst, MA 01002
b25, b26, b31, b52

Illinois Division of Vocational &
Technical Education
1035 Outer Park Drive
Springfield, IL 62706
d34

Indiana Career Resource Center
1201-09 S. Greenlawn Avenue
South Bend, IN 46615
f5

Indiana State Department of Education
Div. of Pupil Personnel Services
Indianapolis, IN
d64

Indiana University
715 East Seventh Street
Bloomington, IN 47401
c73

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Department of Counseling and Guidance
School of Education
Bloomington, IN 47401
m11

Instructor Publications, Inc.
Dansville, NY 14437
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Interstate Printers & Publishers, Inc.
19-27 North Jackson Street
Danville, IL 61832
b30, b36, b68, d41, e28

Iowa Dept. of Public Instruction
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d38

Jacobson, Thomas
5945 Highgate Court
La Mesa, CA 92041
n4

John Hopkins University, The
Center for Social Organization of Schools
Baltimore, MD
d54

Joint Council on Economic Education
1212 Avenue of the Americas
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c96, c97, c98, c99, c100

Charles A. Jones Publishing Company
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d12, d25, d60, m6

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c1, c29, c67, c68

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Learning Concepts
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h4, m15

Learning Resources Company
P. O. Drawer 3709
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c22

Life Career Consultants
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Carbondale, IL 62901
b5

Lorain City Schools
Lorain, OH
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866 Third Avenue
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n12

Mafex Associates, Inc.
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b7

Maine Department of Education
Bureau of Vocational & Adult Education
Augusta, ME
i18

McGraw-Hill/CTB
Delmonte Research Park
Monterey, CA 93940
b62, e9, e14, e15, e37, e39, e42

McKnight Publishing Company
Box 2854
Bloomington, IL 61701
a16, a17, a18, a19, a20, a21, c2

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b24

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b76, d5, d24, f1

Michigan Department of Education
Lansing, MI 49804
d31

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Lansing, MI 48933
o3

Minnesota Department of Education
Pupil Personnel Services Section
St. Paul, MN
a8, d27, d35, d42, i15, i35, i38, i39, i40
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Minnesota Research Coordinating Unit
for Vocational Education
University of Minnesota
Minneapolis, MN 55455
e7, h3, k5

Mississippi State Dept. of Education
Division of Vocational Education
Jackson, MS 39205
d10, n1

Mt. Arart School
Placement Office
Topsham, ME 04086
m8

National Assessment of Ed. Progress
300 Lincoln Tower
1860 Lincoln Street
Denver, CO 80203
g2

National Assn. of Manufacturers
Education Department
New York, NY
o7, o9, o10, p7

National Foundation for the
Improvement of Education
Suite 918
1156 Fifteenth Street, N.W.
Washington, D.C. 20005
p11

National School Public Relations Assn.
1201 16th Street, N.W.
Washington, D.C. 20036
d79

Navarro College
Corsicana, TX
k3

New Hampshire Research Coordinating Unit
State Department of Education
Concord, NH
d26

New Jersey State Dept. of Education
225 West State Street
Trenton, NJ 08625
h1, m6, n3

New Readers Press
Box 131
Syracuse, NY 13210
b33, b71, c64, c65

Nicolet High School
6701 North Jean Nicolet Road
Glendale, WI 53217
i48, i49, i50

North Bend School District 13
North Bend, OR
i21

North Carolina Dept. of Public Instruction
Raleigh, NC 27602
d11, n10

North High School
N.C.A./Guidance Office
West Union, IA 52175
i54

Northeast Wisc. Technical Institute
1584 Western Avenue
Green Bay, WI 54303
i46

Northern Illinois University
DeKalb, IL 60115
d46, n13

Occuaptional Awareness
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o91

Ohio Dept. of Education
65 S. Front Street
Columbus, OH 43215
d33, f6, i25

Oklahoma Department of Vocational &
Technical Education
1515 West Sixth Avenue
Stillwater, OK 74704
c34

Olympus Publishing Company
937 East Ninth Street
Salt Lake City, UT 84105
d14, d16, d23, r1

Oshkosh Area Public Schools
2155 Eagle Street
Oshkosh, WI 54901
i17

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, NY 10802
p9

Pennsylvania Department of Education
Division of Pupil Personnel Services
Box 911
Harrisburg, PA 17126
p28

J. C. Penney Company, Inc.
Educational Relations
1301 Avenue of the Americas
New York, NY 10019
a9, a23, b38

Peoria Public Schools
District 150
3202 North Wisconsin Avenue
Peoria, IL 61603
d7, i26, n16

Potlatch School District No. 285
Potlatch, ID
i45

Prentice-Hall, Inc.
Englewood Cliffs, NJ
a28

Psychological Corporation, The
757 Third Avenue
New York, NY 10017
b44

Psychological Corporation, The
304 E. 45th Street
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e26, e27, e35, e47, e51, e52

Psychological Test Specialists
Box 1441
Missoula, MT 59801
e19

Psychologists and Educators, Inc.
211 West State Street
Jacksonville, IL 62650
e48

Quincy Public Schools
Quincy, IL
r3

Random House, Inc.
400 Hahm Road
Westminister, MD 21157
c31

Research and Training Center
Institute, WV 25112
m8

Rolla High School
Rolla, MO
d32

Roseville Area Schools
1251 West County Rd., B-2
St. Paul, MN 55113
i1, i2

Rothchild, Nina
14 Hickory Street
Matomechi, MN 55115
p26

SAD No. 51
Cumberland Center, ME 04021
d30

San Diego County Dept. of Education
Public Services Section/Career
Guidance Services
6410 Linda Vista Road
San Diego, CA 72111
d3, f2

San Diego State University
School of Education
San Diego, CA 92182
p27

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632
a32, b13, b18, b21, c50

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, IL 60106
e17, e30

Science Research Associates, Inc.
259 East Erie Street
Chicago, IL 60611
a5, a38, b6, b10, b20, b28, b40, b59,
c20, c85, d6, d39, e3, e20, e25, e33,
e34, e44, e50, n17

Sheed & Ward, Inc.
475 Fifth Avenue
New York, NY 10017
p15

Short, Ronald Dr.
W. 1005 Banbury Drive
Spokane, WA 99218
b39

Simon & Schuster, Inc.
1 West 39th Street
New York, NY 10018
b67

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60641
a1, a4, c3, c10, c11, c12, c19, c25,
c55, c69

South Dakota Dept. of Education
Guidance Services
State Capitol Building
Pierre, SD 57501
a11

Southeastern Ohio Regional Education
Service Agency
52 University Terrace
Athens, OH 45701
d49

Southwestern Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227
b57, b63

St. Louis Public Schools
Division of Curriculum Service
St. Louis, MO
d19, i4, i11, i27, i41

Sullivan Schools
District No. 300
Sullivan, IL
n18

Tehama County Dept. of Education
P. O. Box 810
1135 Lincoln Street
Red Bluff, CA 96080
i10

Ten Speed Press
Box 4310
Berkeley, CA 94704
b70

Terrant County Junior College
1312 The Electric Service Bldg.
Forth Worth, TX 76102
k4

Texas Education Agency
201 East Eleventh Street
Austin, TX 78701
d17, d18, h2, m3, m4, r7

Tri-County Special Services
Special Services Building
48 East 1st North Street
Anthony, ID
r8

Unified School District No. 1
Division of Instructional Services
Racine, WI 53404
i16

Union County Schools
P. O. Box 499
Monroe, NC 28110
d4

University of Maine
Orono, Maine 04473
d13, d37

University of Maine-Farmington
Farmington, Maine
d51

University of Maryland
College Park, MD
p2

University of Missouri
College of Education
Columbia, MO
d20, d36, d69, i5, i6, i7, i8, i12,
i13, i14, r2, r9

U.S. Army Recruiting Command
Fort Sherridan, IL 60037
b45, b55

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212
b27, d40

U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402
c42, c59, c62, d8, k2, p29

Virginia State Department of Education
Guidance Services
Richmond, VA
m2

Vocational Curriculum Management Ctr.
Commission for Vocational Education
Building 17, Airdustrial Park
Olympia, WA 98504
b15

Vocational Films
111 Euclid Avenue
Park Ridge, IL 60068
b1

Vocational Guidance Manuals, Inc.
620 South Fifth Street
Louisville, KY 40202
p6

Vocational Psychology Research
Elliott Hall
University of Minnesota
Minneapolis, MN 55455
e45

Washington State Dept. of Education
Coordinating Council for Occupational
Education
Olympia, Washington
d48

Wayne State University
Detroit, Michigan
n24

Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, CA 90025
e8, e41

Westinghouse Learning Corporation
100 Park Avenue
New York, NY 10017
b47

Westminister Press
Witherspoon Building
Philadelphia, PA 19107
c57, p7, p8, p18

J. Weston Walch Publisher
Portland, ME 04104
b53, b60, b72

Wider Opportunitites for Women
1649 K. Street, N.W.
Washington, D.C. 20006
d21

Wisconsin Depts. of Industry, Labor and
Human Realtions
P. O. B2209
Madison, WI 53701
c104, p13

Wisconsin Vocational Studies Center
University of Wisconsin
Madison, WI 53706
m1, m9, m13

E. F. Wonderlic & Associates, Inc.
P. O. Box 7
Northfield, IL 60093
e53

Woodington Junior High School
Route 5, Box 274
Kingston, NC
i30

YWCA
1215 Lodi Place
Los Angeles, CA 90038
p12

APPENDIX B

Alphabetical Listing of Titles of Abstracted Materials

ABC's of Getting and Keeping a Job. The Eye Gate House, Inc. b3

Accountability in Pupil Personnel Services: Process Guide for the Development of Objectives. Howard J. Sullivan and Robert W. O'Hare. California Personnel and Guidance Association, 1971. g1

Additional Studies in Elementary School Guidance. G. Dean Miller, ed. Minnesota Department of Education, 1973. a8

Adolescent Experience Series, The. Guidance Associates, 1973. a25

Adult Basic Learning Examination (ABLE). Test Department, Harcourt Brace Jovanovich, 1967-71. e13

Agricultural, Forestry, and Oceanographic Technicians. Howard Sidney, ed. J.G. Ferguson Publishing Company, 1974. c72

Alike and Different. Muriel Stanek and Joseph Gehrman. Benefic Press, 1974. c13

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Am I OK? Paul L. Phillips and Franklin D. Cordell. Argus Communications. a26

American Business and School-Based Career Education. Charlton Price, Adele M. Scheele, and Don Scheele. The Center for Vocational Education, 1975. o1

American Women's Role: Yesterday and Today, Teaching Pictures. David C. Cook Publishing Company, 1975. p1

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Applied Biological and Agribusiness Interest Inventory. The Interstate Printers and Publishers, Inc., 1965-71. e28

Applying for a Job: Self-Study Guide for Students. Patricia Mink Rath, Ralph E. Mason, and Lloyd S. Phipps. The Interstate Printers and Publishers, 1968. b30

Appraisal of Occupational Aptitudes (AOA). Houghton Mifflin Company, 1971. e24

Armed Services VIEW. Indiana University. c73

Army Occupational Handbook. U.S. Government Printing Office, 1974. c42

Art of Developing A Career: A Student's Guide. Robert Carkhuff and Theodore Friel. Human Resource Development Press, 1974. b31

Assessing Affective Outcomes in Career Education. William Bingham. New Jersey State Department of Education, 1975. h1

Assessment of Career Development, Grades 8-11. Houghton Mifflin Company, 1974. e1

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Be Informed on Finding a Job. Stephen Ludwig. New Readers Press, 1975. b33

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Booklet of Objectives. National Assessment of Education Progress. g2

Boxscore. Chronicle Guidance Publications, Inc., 1974. e40

Bread and Butterflies. Agency for Instructional Television, 1974. a3

Bridging the Gap: A Selection of Education-to-Work Linkages. Richard L. Ferrin and Solomon Arbeiter. College Entrance Examination Board, 1975. b34

Building Self-Esteem. Marion Rampel and William Bingham. New Jersey State Department of Education, 1975. n3

California Abbreviated Wechsler Intelligence Scale for Children. Western Psychological Services. e8

California Achievement Test (CAT). CTB/McGraw Hill, 1934-72. e14

California Life Goals Evaluation Schedules (CLGES). Wester : Psychological Services, 1966-69. e41

California Occupational Preference Survey (COPS). Educational and Industrial Testing Service, 1966-71. e29

California Pilot Career Guidance Center Program Guide. Department of Education, San Diego County, 1975. d3

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Career Directions: Staying With It and Getting Ahead. Mafex Associates, Inc. b7

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CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

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Reata Mayo, Student, Republic
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